IMPROVING THE STUDENTS' ENGLISH WRITING OF DESCRIPTIVE TEXT THROUGH TASK-BASED LANGUAGE TEACHING

THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

By:

RAHMA WATI

34.14.1.002

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2018

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA UTARA

MEDAN

2018

Nomor : Istimewa   Medan, 25-Juni-2018

Lamp   : 6 (Enam) sks   Kepada Yth;

Prihal   : Skripsi   Bapak Dekan Fakultas Tarbiyah

      a.n **Rahma Wati**   UIN-SU

                                 di –

                                 Tempat

Assalamualaikum Wr.Wb

        Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

Nama   **: Rahma Wati**

NIM   **: 34.14.1.002**

Jur / Prodi   **: Pendidikan Bahasa Inggris**

Judul   **: "Improving The Students' English Writing of Descriptive Text Through Task-Based Language Teaching "**

        Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

        Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

                                 Wassalam,

        Adviser I   Adviser II

Dr. Didik Santoso, M.Pd   **Maryati Salmiah, S.Pd.M.Hum**
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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama   : Rahma Wati

NIM   : 34.14.1.002

Jur / Prodi : Pendidikan Bahasa Inggris

Judul   : **"Improving The Students' English Writing of Descriptive Text Through Task-Based Language Teaching "**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 29 Juni 2018

Yang Membuat Pernyataan

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ABSTRACT

Rahma Wati. Improving The Students' English Writing of Descriptive Text Through Task-Based Language Teaching . Department of English Education. Faculty of Tarbiyah Science and Teachers Training. State Islamic University of North Sumatera Medan. 2018

The aim of this research is to describe the task-based language teaching can improve students' English writing of descriptive text of seventh grade students at MTs EX PGA Medan. The method applied in this research was the quantitative and qualitative approach with the Classroom Action Research. The population of this study was the students of MTS EX-PGA Medan. The qualitative data was taken from interview, observation, diary notes and documentation. The quantitative data was taken from the test. The result of the data analyzing showed that there was an improving on the students writing descriptive text through task based language teaching from each cycle. It was showed from mean of pre test was 51.41 and the mean of the students' score for the post test I was 71.86, and the mean of the students' score for post test II was 75.33. And based on interview, observation sheet, diary notes result and documentation showed that the students' response at writing descriptive text through task based language teaching was good. It was found that teaching writing descriptive text through task based language teaching could improve the students' ability.

Keywords: Writing Ability , Descriptive Text and Task Based Language Teaching .

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This "Skripsi" is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

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Finally, the writer realizes that this skripsi is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, 28 Juni 2018

Rahma Wati
NIM. 34.14.1.002

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Task-based language teaching TBLT) is an approach rather than a method which creates a natural context for using the target language in the classroom. It allows students to explore their ideas and choose their own words, and thus become active learners. It also gives teachers an opportunity to develop activities in the form of interesting tasks on familiar subjects.

The lesson is based on the completion of a task and the language studied is determined by what happens as the students proceed with the work. It is an approach that offers students material that they have to actively engage with in the process of their learning, enabling them to explore their ideas freely and use their own words without worrying about mistakes in grammar, vocabulary or other mechanical aspects of writing. When they practice to write continually and complete their tasks, they can build their vocabulary and improve their handling of grammar, spelling, punctuation, and useful expressions.

The familiarity of the topic and the enjoyment of the task are a solution to students' writing difficulties.The main advantage of the task-based approach is that it gives students much freedom and natural context in which they can use the target language in class.[1]

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[1] D, Nunan,(2001), *Second Language Acquisition*, In R. Carter,& D. Nunan (Eds.), *The Cambridge Guide to Teaching Eng-lish to Speakers of Other Languages*, Cambridge: Cambridge University Pres, pp. 77-90

Hence, they have a more varied exposure to language and are exposed to a good range of lexical phrases, collocations and language forms. However, the focus is essentially on writing per se rather than correctness of grammar, syntax etc. Students can explore their ideas and choose their own words with the result that they become active learners. They are free to explore ideas without worrying about mistakes in using tenses and appropriate words. The last part of the TBLT process can be devoted to corrections and improvement. TBLT is learner-centered and is a strong com-municative approach where students spend their time fruitfully and creativel.

Writing is an important skill that can open up a world of possibilities for any student. Even in these days of the Internet and other technologies, written communication in English is still an asset for the aspiring student. But for a majority of our students writing is a skill they find hard to acquire. The major problems they face in writing are (1) finding an apt word suitable for the topics, (2) using appropriate tenses based on the situation, (3) using correct spelling and punctuation, (4) organizing ideas neatly and coherently in paragraphs.[2]

Such difficulties place a heavy burden on students, often causing them to lose interest in writ-ing. They find it difficult to write a composition based on their own ideas and they are afraid of making mistakes in grammar, usage, vocabulary etc.

To solve the problem above, the researcher tries to use the right approach to improve the students' English writing by using task-based language teaching (TBLT) approach.

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[2] Jeremy Harmer, (2004), *How to Teach Writing*,England: Longman, p. 30.

Because the main task allows students to use their own ideas without worrying about the grammar, spellings and other mechanics of writing. The task must not restrict the language that students wish to use. Indeed they are free to use any language structures they want in order to achieve the end goal, which provides them with motivation and purpose and ensures that students focus their attention on communicating meaning rather than on grammatical structures.

In the first year of Junior High School the students are expected to be able to develop and produce simple functional text, like descriptive text. Based on the preliminary study that has been conducted by the researcher, it was showed that most of VII students in Mts EX-PGA Medan have difficulties in writing descriptive text. So,the aim of this research is to improve students' writing ability in descriptive text using TBLT at the seventh grades of EX-PGA Medan.

Based on the background above, the researcher is interested to make a research with the title : ''***Improving the Students' English Writing of Descriptive Text through Task- Based Language Teaching (TBLT).***

B. The Identification of the Problem

There are two factors influences the student's English writing of descriptive text. Internal factor and External factor : The internal factors are the student have less skill in writing , it appear from inner of each students itself, such as: students' motivation, students' need, environment of them, and many others. The students' motivation is very low in learning every subject especially in English. The external factors are the teachers seldom to use the diffrent teaching method.

C. The Limitation of the Problem

Therefore, the researcher only focuses on teaching English writing skill by applying Task Based Language Teaching (TBLT) at the seventh grade student of EX-PGA Medan.

D. The Research Question

Based on the limitation of study above, the writer formulates the research question in this research as follows: "How does task-based language teaching improve the students' English writing of descriptive text"?

E. The Objective of the Study

The objective of this research is to describe the task-based language teaching can improve students' English writing of descriptive text of seventh grade students at MTs EX PGA Medan.

F. The Significance of the Study

Theoretically, the result of this research is useful to enrich the theory of teaching English writing of descriptive text. Practically, the result of this research is useful for :

1. The students as an suggestion to build up their ability in writing.
2. The principal of the school in order to provide a better facilities to make an instructional concept especially in English subject that can be used by the teacher.

3. The headmaster as an input to improve the quality of the English teacher in teaching English writing.

4. Other researchers it can be to help the next researcher in getting information for futher relevant study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some terms which are used in this research in order to avoid misinterpretation and confusion in comprehending the ideas especially for readers. Therefore, the following terms were intended to specify the extent of reasearch.

1. English Writing of Descriptive Text

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. When the students understand the knowledge of the language, it means that they have a language competence.

In line with this, Brown (2000: 31) states the definition of a language competence as "one's underlying knowledge of system of a language – its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together".

Furthermore, Bachman (1990: 87) divides the language competence into two parts: organization competence and pragmatic competence. [3]

In addition by writing the students can express their feelings, ideas and thoughts. Allah SWT also tell us to write trough says in Al-Qur''an, surah Al-Alaq verse 4.We, as a moslem, is sensible to writte using good words and right. Allah SWT Said in QS. Al-Alaq : (4)

$$ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ $$

Who teaches (human) with kalam intercession

Alladzii 'allama bilqalam' who teaches man with a pen '(verse 4). In both of these verses, it is understandable that God teaches with the pen, teaches the writings, teaches people about things already known and God also teaches man, without pen, what man has not known before.[4]

Rasulullah *shallallahu 'alaihi wa sallam* said :

قَيِّدوا الْعِلم بِالْكِتابَة

"Tie science with writing"" (*Silsilah Ahadits Ash Shahihah* no. 2026)

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[3] H. Douglas Brown, (2000), *Teaching by Principles: An Interactive Approach to Language Pedagogy* ,New York: Addison Wesley Longman, p. 337

[4] Muhammad Muhsin, *The Nobel Quran English Translation of Meaning and the Commentary*,Madinah: King Fahd Complex of the Holy Quran, p. 824

Shaykh Muhammad ibn Saalih Al 'Utsaimin rahimahullah said, "A science claimant must be enthusiastic in recalling and memorizing what he has learned, either by rote in the chest or by writing it down. Indeed man is his place forgot, so if he is not eager to repeat and review the lessons he has gained, then the science he has achieved can be lost in vain or he forget.

In the holy Al-Qur'an as guidance for all of islamic people stated that the important of writing in surah Al- Qalam verse 1 Allah SWT said :

نَ وَٱلقَلَمِ وَ مَآ يَسْطُرُ وْ نَ

Nun. By the pen and what the (angels) write (in the records of men) (Al- Qalam : 1)[5]

Based on those verses, Allah SWT explained that he thaught human by pen. By writing, human can develop his knowledge or human can transfer their knowledge between one human to the other human. It shows the tool of writing and writing itself have important.

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.

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[5] Muhammad Taqi-ud-Din Al-Hilali, (2000), *The Noble Qur'an In the English Language*, Delhi: Maktaba Darul Qur'an Chitli Qabar, p. 887

In addition, Elbow (1973) in Brown (2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity.[6]

The students find difficulties when they start looking for some reasons to write and producing written sentences. Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. [7]

Then, students should learn strategies for invention and discovery, and teachers should help students generate content and 13 discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs.

It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages.

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[6] Jeremy Harmer, (2004), *How to Teach Writing*,England: Longman, p. 31.
[7] Pauline Gibbons, (2005), *Writing in a Second Language Across the Curriculum*,New York: Pearson Education, p. 276.

Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process tocarry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing.

To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity. [8]Writing skill is one of language skills which are taught to students. Also, writing skill determine the students' communicative competence in English.

Those abilities are carried out into four language skills, listening, speaking, reading and writing. The teaching of writing skill has some objectives and indicators. [9]Moreover, students are able to create some monologue short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. The other target on the functional level is students can develop their linguistic competence(using grammar and vocabularies).

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[8] Alice Oshima and Ann Hogue, (2007), *Introduction to Academic Writing*,(USA: Person Education Inc,p.15
[9] Langan and John,(2001), *College Writing Skills With Reading*, New York,McGrawHill Higher Education,p.30

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts. Rivers (1981: 294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments into written forms.[10]

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English.

In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself.[11]

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[10] Oshima and Hogue, op. cit,p. 2

[11] Nunan, (1988),*Syllabus Design,*Oxford:Oxford University Press, pp: 30-31.

He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. [12]

Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill. A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing.

Furthermore, Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising and editing. On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre 16 occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. [13]

The students on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2001: 343), there are five major categories of classroom writing performance:

1) Imitative, or writing down This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

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[12]Jeremy Harmer, (2004), *How to Teach Writing*,England: Longman, p. 33.

[13]Dirgeyasa,(2014),CollegeAcademicWriting:*A Genre-Based Perspective*,Medan: Unimed Press, p. 87.

2) Intensive,or controlled This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.

3) Self-writing , the most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4) Display writing , for all language students, short answer exercises, essay examinations and research reports will involve an element of display.

5) Real Writing ,some classroom writing aims at the genuine communication of messages to an audience in need of those messages. [14]

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity.

Also the writing practices including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill. There are various genres of text: Narrative, Descriptive, Procedure, Recount, Explanation, Analytical Exposition, Hortatory Exposition, and Report. [15]

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[14] H. Douglas Brown, op. cit.p.5-6

[15] Dirgayasa, (2014) ,*College Academic Writing: A Genre-Based Perspective*,Medan: Unimed Press, p. 97.

a. **Descriptive Text**

Description or descriptive etymologically is derived from the word 'describe'. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive text can also describe idea or point of view in order to have visual appearance of it.In composition, a description is also considered as text. It is a text in which a writer tries to picture out an object to the readers. The object can be anything. It can be a concrete object such as a person, or an animal, or a plant, or a car, and etc.[16]

In other words, descriptive text is a piece of writing which visualize and performs the appearance of thing by describing the details of subject.

As a typical writing text, descriptive paragraph has some characteristics such as :

1. It elaborates the usages of sensory language.

2. It is rich, vivid, and lively detail.

3. It tends to use figurative language such as simile, hyperbole, metaphor, symbolism and personification.

4. It shows, rather than tells, through the use of active verbs and percise modifiers.

5. It uses clear and concise language.

6. It leaves the reader witha clear impression.

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[16] Jeremy Harmer, (2001), *The Practice of English Language Teaching (Third Edition)*,UK: Longman, p. 260.

2. **Task Based Language Teaching**

An important conceptual basis for task-based language teaching is experiential learning. This approach takes the learner's immediate personalexperience as the point of departure for the learning experience.Intellectual growth occurs when learners engage in and reflect onsequences of tasks. The active involvement of the learner is thereforecentral to the approach, and a rubric that conveniently captures theactive, experiential nature of the process is 'learning by doing'. In this, itcontrasts with a 'transmission' approach to education in which thelearner acquires knowledge passively from the teacher.

a. **Definition of Task-Based Language Teaching**

According to Richards and Rogers (2001; 223) *"task- based language teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching".[17]*

In recent years, many characteristics of task based language teaching are examined with reference to classroom activities. There have been a lot of investigations regarding the application of this method and it is proved to a certain extent that it fulfills the aim of the teacher and the learner. The following are few samples of literature survey and the attempts to enhance the skills of students using task based language teaching and other methods.

---

[17]Ellis,(2003), *Task Based Language Learning and Teaching, Oxford*: Oxford University Press, p.56

Prabhu N.S. (1987) in his research on the "Secondary Language Pedagogy" examined a small number of classes in primary and secondary schools in Southern India, over periods of time varying between one and three years. His teaching was planned, carried out, and reviewed regularly by a group of interested teacher trainers and teachers of English as a part-time activity, he noted. [18]

By three ways his teaching was undertaken. Firstly, it was an attempt to develop in the course of sustained teaching in actual classrooms, and by trial and error, a teaching methodology which was consistent with the initial intuitions and maximally replicable in relation to such class rooms.

Secondly, the teaching was a means of developing a clearer perception of the intuition and of articulating it more fully in number of ways. As the perception was influenced by the teaching, the teaching too was influenced by the emerging perception, so that theory and practice helped to develop each other in the course of the five years.

Thirdly, the process of this development was reported as fully and frequently as possible to a wide audience of teachers and specialists in India, through periodical newsletters and at annual review seminars, in an effort to expose it as fully as stage. Effective paraphrasing is vital in academic writing to avoid the plagiarism. In paraphrasing the ideas and thoughts taken from the original text are restated and rephrased using one's own words.

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[18] David Nunan, (1988),*Syllabus Design,Oxford*:Oxford University Press, p.67

In the final stage, students have substantially learnt the technique of paraphrasing enabling them to rephrase or summarize any quotation or a paragraph as part of their study.[19]

Task based teaching is very rich in content because of its research efforts and projects done by so many. It provides a lot of possibilities which can be formed as theories. The components of tasks and various types of task and its relation to linguistic form and meaning -all persuade one to experiment with this task based language teaching.

b. Principles of Task-Based Language Teaching

David Nunan (2004, 35-38) in his theory establishes seven principles that are the basic foundations of the instructional sequence of tasks.There are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. [20]

1. Scaffolding

The teacher or the researcher should provide a supporting framework or material within which the learning can take place. At the beginning of learning process,the learners are not expected to produce their own new language forms. The teacher should know when to remove the framework so that the learner can do it independently. If he removes it earlier before the learners are ready,the entire process will be collapsed.

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[19] Ellis, (2003),*Task-Based Language Learning and Teaching, Oxford*: Oxford University Press, p.56.

[20] D, Nunan,(2001), *Second Language Acquisition*, In R. Carter,& D. Nunan (Eds.), *The Cambridge Guide to Teaching Eng-lish to Speakers of Other Languages*, Cambridge: Cambridge University Pres, pp. 87-92

2. Task dependency

In this frame work the learners first engage themselves in the receptive and slowly they should move on to productive tasks. In other words,within one lesson,one task should move on to develop further tasks, and the tasks should be built upon the ones that are already over.

3. Recycling

The learners usually will not reach the goal of learning one hundred percentage as soon they encounter a particular item for the first time. They require a course of time to develop and also they need to do it in repeated exercises before they achieve it. This recycling allows them to remember and recall what they learnt so far and it provides opportunities to do particular language items after some intervals.

4. Active Learning

It is believed that learners do learn truly when they involve themselves actively when they do something by themselves. It is called as experiential learning where the tasks provide them the experience of doing it. The learners should be allowed to participate in various opportunities to engage themselves and have a lot of practice. This kind of practice removes their inhibitions and they will be doing the work rather than the teachers unlike traditional classrooms.

5. Integration

If the learners do the activities in an active way that is not adequate for their learning. They should be aware of what they learnt or thelanguage forms they are learning and they should be able to relate them to communicative function and

their meaning. Actually they should be provided with key factors regarding how to integrate their items of language and how to op erate them.

6. Reproduction to Creation

Usually,the learners learn and produce what they are given as models. In a way, they will be successful in attaining it. But they should not stop there by simply reproducing what they have seen or heard. They should be encouraged to cre ate new ways to use the Linguistic forms or items. They are allowed to move from the level of reproduction to creation of their own ways.

7. Reflection

The learners should not stop producing linguistic forms on their own but they have to go forward to assess their learning process. They should reflect how they have done it and they should be given opportunity to assess their learning by feedback questions.

c. Design of Task-Based Language Teaching

The task is designed in such a way that it gives practice to do the activities of the real world such as how to apply for a job, attend the interview etc. Apart from the activities the students will be given a lot of input from the teacher as to how to tackle such situations in real life. Except a few, other activities or tasks are related to real life.

Activities such as problem solving, interviews, simulations, enacting or role-plays are very interesting and motivating to the students. But the main objectives of the tasks is not to give drilling in behavioural practice outside, rather to make their learning skills use the language in all situations.

d. Procedures of Task-Based Language Teaching

Task-based language learning, sometimes referred to Task-Based Instruction, 'makes the performance of meaningful tasks central to the learning process' (Harmer, 2007; 71). It is said by some to have derived from Communicative Language Teaching since it upholds several of the principles that this 1980s movement proposed.The concept of a task being used in the classroom is not new; in fact, teachers have been using tasks for hundreds of years. In the days of grammar-translation, the task was a piece of translation often from a literary source. In the 1950s, tasks could be seen in vocational training practices.[21]

Nowadays when we think of tasks, projects for producing posters, brochures, pamphlets, oral presentations, radio plays, videos, websites and dramatic performances may come to mind.

The traditional way that teachers have used tasks is as a follow-up to a series of structure/function or vocabulary based lessons in which tasks are used as 'extension' activities as part of a graded and structured course. In task-based teaching, the tasks are central to the learning activity. TBLT is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using.

The activity must reflect real life and learners focus on meaning; they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

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[21] Ellis, (2003),*Task-Based Language Learning and Teaching, Oxford*: Oxford University Press, p.100.

A typically task-based language teaching normally proceeds like this : (1) Pre-task, (2) Task cycle, (3) Language Focus and Feedback.

1. Pre-task activity an introduction to topic and task– in this stage the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task.

2. Task cycle: Task > Planning > Report– Here the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups. They then prepare a report for the whole class on how they did the task and what conclusions they reached.

3. Language Focus and Feedback– they present their findings to the class in spoken or written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

e. The Advantages and Disadvantages of Task-Based Language Teaching

There are six advantages of task-based language teaching : (1) task based teaching helps learners to interact spontaneously, (2) automaticity, (3) task based teaching gives language learners opportunity to learn vocabulary,(4) provides essential conditions for language learning,(5) maximises scope for communication,(6) experiential learning.

And there are three disadvantages of task-based language teaching method : (1) task difficulty, (2) mismatch between the learners' and teachers' perception,(3) and authenticity of tasks.[22]

B. Related Study

They are some related studies about teaching English writing :

1. Handayani (2017) conducted a research about "Improving the students' ability in writing descriptive paragraph by using task -based learning (TBL) approach at the tenth grade of MAS PAB 1 Sampali Medan in the academic year 2016/2017". This research has a purpose to improve the students' ability in writing descriptive paragraph by using Task-Based Learning (TBL) approach at the tenth grade of MAS PAB 1 Sampali Medan in academic year 2016/2017. The subject of this research consists of 37 students of X (tenth). This research applied by classroom action research. The technique of analyzing data of this study was applied by using qualitative and quantitative data.

   The qualitative data were taken from observation sheet, diary note, questionnaire, and documentation. The quantitative data were taken from the writing test. The result of this research showed that there was improving of students' ability in writing.

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[22] David Nunan, (1988),*Syllabus Design,Oxford*:Oxford University Press, p.67

The percentage of the students who got point up 75 also grew up. In the pre-test there is one student who got up 75 (2.70%). In the post-test of cycle I, students who got up 75 there were 16 of 37 students (43.24%).

2. Khoyyiroh Melisa (2017) conducted a research about "*Developing Writing Materials Based On Problem-Based Learning For Eighth Grade Students At Smp Negeri 27 Medan".* The objectives of this study are: (1) to identify the students' needs in writing recount text, and (2) to develop writing materials based on problem-based learning for eighth grade students at SMP Negeri 27 Medan.

This study was conducted by using Research and Development (R&D) design through six phases namely: gathering information and data, analyzing data, designing materials, validating new materials by experts, revising materials based on experts' suggestions and revised developing materials (final product). The subjects of this research were students in grade VIII at SMP Negeri 27 Medan. The data of this study was existing materials for students in junior high school grade VIII. The data and sources of data were the existing materials, syllabus and interview the English teacher's result.

After analyzing the data, the students' needs were found that the existing materials were not relevant to the syllabus which made the students confused. The new writing materials were developed based on problem-based learning and had been validated by experts.

3. Conceptual Framework

Writing is an activity to express the language or ideas and to share it into written. TBLT is one of active learning that can make students be interested in teaching learning process, especially in teaching writing descriptive text. In this research, the reseacher will use task based language teaching to teach writing descriptive text because can make the students be active in teaching learning process, and also an affective learning. Based on the theoritical and conceptual framework, the students, English writing could be improved by using of task-based language teaching.

4. Actional Hyphotesis

Based on the theoretical framework and conceptual framework above, the hypothesis of this research is the students' English writing can improved by using task-based language teaching.

CHAPTER III

METHODOLOGY OF RESEARCH

A.   Research Design

Classroom action research is the research in which combination the research procedures with substantive action, an action which going on inquiry disciplines, or somebody's effort to comprehend what is while join to the process of improving and icreasing.[23]In the field of education, especially in practice the study, action research round into class action research round into class action research. Classroom Action Research is action reesearch executed in class when study take place. Classroom action research conducted as a mean to improve study quality.[24]

Based on the definition above, the writer conclude that classroom action research is the way to make the learning process more active and disciplines, and as the alternatives to improve their practice, it aimed to improve students learning an the achievement in learning process.Thus, it involved four steps, namely: planning, action, observation, and reflection.

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[23] Rochiati Wiratmaja, *Metode Penelitian Tindakan Kelas,* (Bandung. PT Remaja Rosda Karya, 1993), p.11

[24] Chandra Wijaya and Syahrum, *Penelitian Tindakan Kelas,* (Bandung, Cita Pustaka Media Perintis, 2013), p.39

B. Research Setting and Subject

This research will be conducted in March 2017/2018 academic year. It will take place at MTS EX PGA Medan. The researcher choses this location because some reasons, : (1) This school it's not far from the researcher's place. (2) the English teacher never use task based language teaching method in writing teaching, because English teacher at those school still uses the old method in teaching learning process in the classroom.

Table of Participants

Class	VII-A
Students	36

C. The Procedure of the Research

The procedure of research is conducted by making classroom action research. After the problem is set, the implementation of classroom action research begins with the first cycle consisting of four activities : planning, acting, observing, reflecting.

The researcher got data from teacher and students when teaching learning process activity. (1) Students is a learner, in this research students are the important object as a source of the data. (2) Teacher as a collaborator, the collaborator assisted the researcher in conducting the action research.

Action research is about working towards practical outcomes, and also about creating new forms of understanding. It means that action without understanding is blind, just a theory without action meaningless.This study is action research where it is collaboratively conducted to change what is going on in the classroom, including the techniques, classroom management, media, curriculum, materials, and evaluation systems. This was done by formulating the problems, planning and carrying out the actions, and reflecting on the actions.

Activities in the second cycle can be same activities as before when aimed at repeating succes, to reassure or to reinforce results.[25]

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 ⬭Issues  ⟹  [Planning - I]  ⟹  [Acting - I]
                                        ⇓
 [Cycle I]   [Reflecting - I]  ⟸  [Observing - I]
          ⤵
 ⬭New Issue,   ⟹  [Planning - II]  ⟹  [Acting - II]
   result of                                 ⇓
 [Cycle II]   [Reflecting - II]  ⟸  [Observing - II]
```
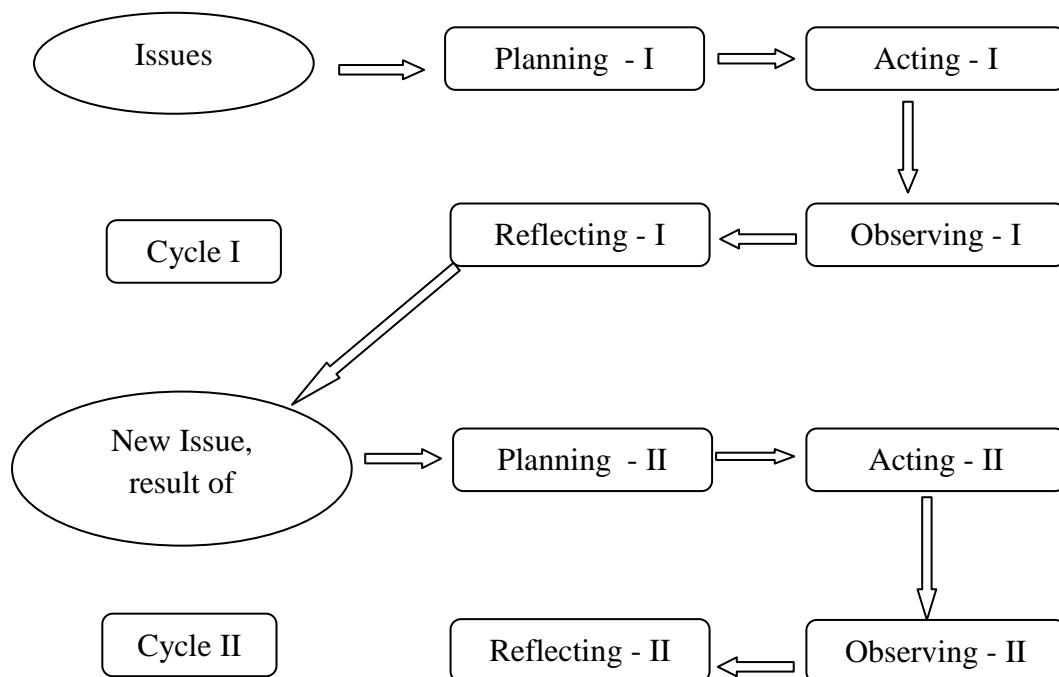
[25] Salim, dkk. (2015), *Penelitian Tindakan Kelas*, Medan : Perdana Publishing, p. 36-37

1. **Cycle I**

a) Planning

The first step was planning. Planning is arrangement for doing something. In planning, it is considered everything which is related to the action that is done and its also prepared everything that will be needed in teaching learning process. In this case, the writer prepared some activities done by the researcher, that related to the material they are :

1) Making lesson plan.

2) Doing first observation to identify the problems that need to be solved. In this step, the writer will do the observation on learning process to VII Grade students and the English teacher.

3) Preparing the pre test as instrument to collect the data about students' probem in writing descriptive text.

4) Preparing research instrument, such as : test, observation sheet and documentation.

5) Deciding the material that is suitable with the study.

6) Designing the procedure of teaching learning writing descriptive text by TBLT.

7) Analyzing the weakness in learning process and reflecting the result of teaching learning process.

8) Preparing the test to measure the result of the study.

b) Action

The second step was action. Action is the process of doing the Task Based Language Teaching based on the lesson plan that has been made. There are some activities that :

Table 3.1

Teachers' Activity	Students' Activity
1. Conducting Pre Test	1. The students work individually before apply TBLT and the students sit on each their's chair, consisting of one table for two chairs.
2. Explained the topic to the students	2. Listened seriously to the teacher.
3. Introduce task and explain the step it.	3. Listened to the teachers' explanation.
4. Demonstrate the method of teaching writing descriptive text by using TBLT.	4. Start to do the step of Task-based language teaching.
5. The teacher divide students into some pair, consisting 2-students each the member of pair. (determine the pair by having one students say the number 1 and proceed with	5. The students make a pair and sit with their pair.

the next students with the next number.	
6. The teachers control classroom conditions.	6. The students discuss about writing descriptive text and make summary/important note in palano paper or paperboard.
7. After the students finish make the summary in plano paper, the teacher asks the students to paste the summary on the wall.	7. The students paste summary on the wall.
8. The teacher asks the students that as explorer to stay in each summary of their pair.	8. The student stay on beside of the sumary.
9. The teacher asks the student that as visitors to visit another pairs.	9. The student stay on beside of the sumary and sharing knowledge about writing descriptive text.
10. The teacher give conclussion of the material about writing descriptive text.	10. The students make their conclussion self, with helped by the teacher.
11. Conducting Post test I.	11. The students work individually after apply TBLT and sitting like an early learning.

c) Observing

The third step was observing. In this step the writer took a note for every event that occured in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research was in progress.

d) Reflecting

The last step was reflecting. Reflection is a feedback process from the action that has been done before. Reflection use to help the researcher makes the decision. In this case the researcher reflected on everything that had been done. Researcher took the feedback of teaching and learning process from the result of the observation. If the result did not reach the goal determined, there will be continued to the second cycle. In this case researcher and teacher discussed collaboratively further some problems occured in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes.

2. **Cycle II**

This cycle is follow up of the first cycle. Cycle II will do, if there are not suitable for the purpose or target at the first cycle.

D. Techniques of Collecting the Data

The techniques of data collections will be used by the researcher are qualitative and quantitative data .The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and the implementation of the action in the field. The data were in the form of field notes and interview transcript.

Meanwhile, the quantitative data were in the form of students' writing scores. The scores were collected through the writing assessments which were conducted twice in this study. The first was pre-test. It was conducted to know the students' English writing. The second was post-test. It was done to know whether there was a significance improvement of the students' writing skill or not after a TBLT apply.

There are some kinds of technique used by the researcher to collect the data. They are documentation, observation, test and interview. Each technique was also followed by the instruments.

1. Documentation

Documentation method is done to take document/data that support the research. It covers the students data, the result of students' study, and all the pictures that taken when doing the research.

2. Observation

Observation is technique of collecting data by observing every events that is happening and collect it by using the observation about everythng will be

observed. The observation sheet in implementing learning method only focus to the students' activity during learning English process. Observation will be used to monitor the students' activity the teaching learning process.

Researcher observes the situation in class the lesson, response, and attitude of the students when they are give explanation, doing task, and to know their difficulties. Some of the aspects that will be observed, such as: (1)Students' participate toward teacher's explanation. (2)Students' activity in make a note from teacher explanation. (3)Students ask the question the teacher to clarify understanding. (4)The students are enthusiastic in responding teacher's question. (5)Teh students answer the teacher's question. (6)The students are enthusiastic doing and complete the written test.

3. Test

Test data collection instrument is used to measure the students' ability in cognitive aspect or level of mastering learning materials. The test is used to know the students' achievement in mastering descriptive text in writing. There are two tests, pre-test and post-test. Pre-test is done in the beginning before the learning process started. And the post-test in done in the end of learning process by implementing Task-Based Language Teaching Method . The post-test is done as the evaluation of every students' achievement and to know the students' ability in mastering writing.[26]

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[26]Kunandar,(2008),*Langkah Mudah Penelitian Tindakan Kelas*,Jakarta:PT.Raja grafindo Persada,p.44

4. **Interview**

In depth-interview is conducted to get the data in which in turn is processed via transcription. The interview is applied by using tape recorder and transcribes them into the writing form. This is in order to crosscheck the data from on another.

E. **Technique of the Analyzing the Data**

Technique of analyzing data was the most important element in any conduct reserch. All collected data would be meaningless, if didn't do the analysis. The results of the analysis would provide an overview of the direction, purpose and intent of the study. Technique of analyzing data in use descriptive technique.

To get the mean of students' writing score within one cycle uses the formula :

$$M = \frac{\sum x}{N}$$

    M   : Mean

    $\sum x$: The total value of X.

    N   : The total number of students.[27] .

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[27] Anas Sudjono,(2008) ,*Pengantar Statistika Pendidikan,* Jakarta : Raja Grafindo Persada, p. 75

Next, to get class percentage which passes the minimum mastery criteria-*Kriteria Ketuntasan Minimal* (KKM) 77 (seventy seventh) the score percentage of each cycle will be calculated by using thie following formula :

$$P = \frac{R}{T} \ X \ 100 \ \%$$

P   : The percentage of students who get the point ($\geq$77).

R   : The total number of students who get the point ($\geq$77).

T   : The total number of students who do test

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that flows and activity: data condensation, data display, and conclusion drawing and verification. [28]

1.   Data Condensation

Data reduction is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2.   Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented.

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[28]Suryani dan Hendrayadi,(2015*) Metode Riset Kuantitatif*, Jakarta: Prenadamedia grup, p:183

In this study, the researcher will use the result of writing test by students' in displaying the data, because it is most common data display will be used in qualitative research.

3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

F.   Techniques of Establishing the Trustworthiness

It is important to establish the trustworthiness of the study. There are vareous ways to establish the trustworthiness of the study. According to Lincoln and Guba, the trustworthiness consists of the following components: credibility, transferability, dependability, and comfirmability. Thrustworthiness is very important in qualitative research. The aim of thrustworthiness is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln and Guba 1985).These four concepts are extension or adaptions, of the traditional categories of internal validity, external validity, reliability and objectivity.[29] The researcher only use the credibility, specifically in triangulation.

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[29] Clive Opie, (2004), *Doing Educational Researh*, USA: Sage Publication, p. 69

Triangulation refers to the idea that multiple sources bring more credibility to an investigation.[30] There arefour kinds of triangulation, they are : (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, the researcher only limits on the triangulation, namely: source triangulation and methodological   triangulation.

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[30] Marilyn Lichtman, (2010), *Qualitative Research in Education: A User's Guide*, USA: Sage Publications, p. 229

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The Data Description

The data that used in this research are qualitative and quantitative data. The qualitative data were taken from observation, documentation, and questionnaire. Meanwhile, the quantitative data were taken from the tests that conducted in each cycle. This research was conducted only in one class that consists of 36 students. This research was accomplished in two cycles. Each cycle was consisted of four steps, namely planning, action, observation, and reflection. The first cycle was conducted only in one meeting and the second cycle was also conducted in one meeting. In the last meeting of each cycle, the research gave the post test to the students to see the students' ability in writing.

1. The Quantitaive Data

The quantitative data were taken from the tests. The tests were consisted of pre test and post test. The pre test was given before giving the treatment to the students and the post test was given in the last meeting of each cycle.

4.1. The Student's Score in the Pre-Test

The researcher gave a test in the pre-test. The number of the students who test was 36 . Here the students score of pre-test as follow:

Table 4.1 The Students' Score in Pre-test

No	Initial Names of Students	PRE TEST	
		Score	Criteria Success (>75)
1	AFA	55	Unsuccessful
2	ADR	34	Unsuccessful
3	ARL	42	Unsuccessful
4	AZT	55	Unsuccessful
5	ARN	48	Unsuccessful
6	ATW	73	Unsuccessful
7	CU	63	Unsuccessful
8	DA	55	Unsuccessful
9	DW	50	Unsuccessful
10	DAR	55	Unsuccessful
11	DA	55	Unsuccessful
12	EDP	66	Unsuccessful

13	FSZ	69	Unsuccessful
14	IM	34	Unsuccessful
15	LCK	34	Unsuccessful
16	MA	54	Unsuccessful
17	MSJ	54	Unsuccessful
18	MMS	45	Unsuccessful
19	NP	48	Unsuccessful
20	NPI	45	Unsuccessful
21	NPS	34	Unsuccessful
22	NST	55	Unsuccessful
23	NSS	58	Unsuccessful
24	NWF	53	Unsuccessful
25	PMA	69	Unsuccessful
26	RAT	56	Unsuccessful
27	RD	57	Unsuccessful
28	RL	49	Unsuccessful
29	RMA	50	Unsuccessful

30	RBA	34	Unsuccessful
31	SH	69	Unsuccessful
32	S	58	Unsuccessful
33	SNL	36	Unsuccessful
34	YF	34	Unsuccessful
35	ZM	50	Unsuccessful
36	N	55	Unsuccessful
	Total $\sum X$	**$\sum X = 1851$** **X= 51.41**	

From the table of pre-test, the total score of the students was 1851 and the number of the students who completed took the pre-test were 36 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X=\frac{\sum x}{N}$$

Where: X: The mean of the students

    $\sum$: The total score

N: The number of students

So, the mean of the students was: $X = \frac{1851}{36} = 51.41$

From the analysis above knew that students' writing ability were very low. The mean of the students was 51.41 and the student categories still in poor level. And the number of the students who were competent in writing in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$p1 = \frac{0}{36} \times 100\% = 0\%$

$p2 = \frac{36}{36} \times 100\% = 100\%$

Table 4.2 The Percentage of The Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P_1	Successful	0	0%
P_2	Unsuccessful	36	100%

TOTAL		36	100%

From the percentage above known that the students who competent in writing were very low.

4.2. The Students' Score in Post Test I

Table 4.3 The Students' Score in Post Test I

No	Initial Names of Students	POST TEST 1	
		Score	Criteria Success (>75)
1	AFA	61	Unsuccessful
2	ADR	60	Unsuccessful
3	ARL	81	**Successful**
4	AZT	71	Unsuccessful
5	ARN	65	Unsuccessful
6	ATW	87	**Successful**
7	CU	70	Unsuccessful
8	DA	65	Unsuccessful

9	DW	71	Unsuccessful
10	DAR	65	Unsuccessful
11	DA	66	Unsuccessful
12	EDP	70	Unsuccessful
13	FSZ	70	Unsuccessful
14	IM	68	Unsuccessful
15	LCK	60	Unsuccessful
16	MA	68	Unsuccessful
17	MSJ	70	Unsuccessful
18	MMS	75	**Successful**
19	NP	73	Unsuccessful
20	NPI	84	**Successful**
21	NPS	76	**Successful**
22	NST	79	**Successful**
23	NSS	80	**Successful**
24	NWF	75	**Successful**
25	PMA	82	**Successful**

26	RAT	71	Unsuccessful
27	RD	77	**Successful**
28	RL	75	**Successful**
29	RMA	77	**Successful**
30	RBA	74	Unsuccessful
31	SH	79	**Successful**
32	S	60	Unsuccessful
33	SNL	60	Unsuccessful
34	YF	61	Unsuccessful
35	ZM	80	**Successful**
36	N	81	**Successful**
	Total ∑X	**∑X = 2587** **X= 71.86**	

From the table of post-test1, the total score of the students was 2587 and the number of the students who completed took the pre-test were 36 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X= \frac{\sum x}{N}$$

Where: X: The mean of the students

$\sum$: The total score

N: The number of students

So, the mean of the students was: X= $\frac{2587}{36}$ = 71.86

From the analysis above knew that students' writing ability were still low. The mean of the students was 71.86 and the include fair level. And the number of the students who were competent in writing in was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

p1 = $\frac{15}{36}$ x 100% = 41.6%

p2 = $\frac{21}{36}$ x 100% = 58.3%

Table 4.4 The Percentage of The Students' Score in Post-Test1

	Criteria	Total Students	Percentage
P_1	Successful	15	41.6%

P$_2$	Unsuccessful	21	58.3%
TOTAL		36	100%

From the analysis above knew that the students' writing ability got increasing.The mean of the students was 71.86. From the score who got 75 up were 15 studentsor it was 41.6 % and 21 students got the score fewer than 75 or it was 58.3 %. Itcould be concluded that the students' writing ability in got higher in post-testin cycleI than pre-test. But, the students' achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass thepassing grade only 41.6%, the researcher wanted the percentage of students who pass thepassing grade was 75%. Therefore the next action continued on the cycle II.

4.3.The Students' Score in Post Test II

Table 4.5 The Students' Score in Post Test II

No	Initial Names of Students	POST TEST II	
		Score	**Criteria Success (>75)**
1	AFA	75	**Successful**
2	ADR	76	**Successful**
3	ARL	72	Unsuccessful

4	AZT	75	**Successful**
5	ARN	80	**Successful**
6	ATW	79	**Successful**
7	CU	78	**Successful**
8	DA	80	**Successful**
9	DW	71	Unsuccessful
10	DAR	75	**Successful**
11	DA	80	**Successful**
12	EDP	75	**Successful**
13	FSZ	75	**Successful**
14	IM	77	**Successful**
15	LCK	79	**Successful**
16	MA	75	**Successful**
17	MSJ	75	**Successful**
18	MMS	75	**Successful**
19	NP	75	**Successful**
20	NPI	79	**Successful**

21	NPS	75	**Successful**
22	NST	76	**Successful**
23	NSS	75	**Successful**
24	NWF	75	**Successful**
25	PMA	75	**Successful**
26	RAT	70	Unsuccessful
27	RD	75	**Successful**
28	RL	76	**Successful**
29	RMA	75	**Successful**
30	RBA	73	Unsuccessful
31	SH	70	Unsuccessful
32	S	75	**Successful**
33	SNL	76	**Successful**
34	YF	70	Unsuccessful
35	ZM	75	**Successful**
36	N	75	**Successful**
	Total $\sum X$	$\sum X = 2712$	

		X= 75.33

From the table of post-testII, the total score of the students was 2712 and the number of the students who completed took the pre-test were 36 of students, to see the mean of the students in this test the researcher applied the following formula:

$$X=\frac{\sum x}{N}$$

Where: X: The mean of the students

$\sum$: The total score

N: The number of students

So, the mean of the students was: $X=\frac{2712}{36}=75.33$

From the analysis above knew that students' writing ability incresed. The mean of the students was 75.33 . And the number of the students who were competent in writing in was calculated by applying the following formula:

$$P=\frac{R}{T}x\ 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

$p1 = \frac{30}{36} \times 100\% = 83.3\%$

$p2 = \frac{6}{36} \times 100\% = 16.6\%$

Table 4.6 The Percentage of The Students' Score in Post-TestII

	Criteria	Total Students	Percentage
P_1	Successful	30	83.3%
P_2	Unsuccessful	6	16.6%
TOTAL		36	100%

From the percentage,the students' writing ability was classified on good level when doing the action research on cycle II.The students' score showed the increasing which could be determined that they showed the progress little by little. They got the increasing score in each cycle.

Table 4.7 Students' score from Pre-Test, Post Test I, and Post-Test II

No	Initial Names of Students	PRE TEST	POST TEST I	POST TEST II
		Score	Score	Score
1	AFA	55	61	75

2	ADR	34	60	76
3	ARL	42	81	72
4	AZT	55	71	75
5	ARN	48	65	80
6	ATW	73	87	79
7	CU	63	70	78
8	DA	55	65	80
9	DW	50	71	71
10	DAR	55	65	75
11	DA	55	66	80
12	EDP	66	70	75
13	FSZ	69	70	75
14	IM	34	68	77
15	LCK	34	60	79
16	MA	54	68	75
17	MSJ	54	70	75
18	MMS	45	75	75

19	NP	48	73	75
20	NPI	45	84	79
21	NPS	34	76	75
22	NST	55	79	76
23	NSS	58	80	75
24	NWF	53	75	75
25	PMA	69	82	75
26	RAT	56	71	70
27	RD	57	77	75
28	RL	49	75	76
29	RMA	50	77	75
30	RBA	34	74	73
31	SH	69	79	70
32	S	58	60	75
33	SNL	36	60	76
34	YF	34	61	70
35	ZM	50	80	75

36	N	55	81	75
	Total $\sum X$	$\sum X = 18.21$ X= 51.41	$\sum X = 2587$ X= 71.86	$\sum X = 2712$ X= 75.33

Table 4.8 The Mean Score of Cycle I (Pre -Test and Post Test I) and Cycle II

(PostTest II)

X	Pre-Test	Post-Test1	Post-TestII
Mean	51.41	71.86	75.33

The mean of the students' score in the post- test of cycle II was highest, so it could be said that the students' writing ability by using outlines technique improved from 51.41 to 75.33.

The number of competent the student was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

The percentage of the increasing of students' writing ability could be seen as follows:

a.The percentage of competent students in the pre-test was:

$$p1 = \frac{0}{36} \times 100\% = 0\%$$

b.The percentage of the competent students in the post test I was:

$$p1 = \frac{15}{36} \times 100\% = 41.6\%$$

c.The percentage of the competent students in the post test II was:

$$p1 = \frac{30}{36} \times 100\% = 83.3\%$$

Table 4.9 The Percentage of Students' Writing Ability

	CYCLE	THE COMPETENT STUDENT	PERCENTAGE
Cycle1	Pre-Test	0	0%
	Post-Test1	15	41.6%
CycleII	Post-TestII	30	83.3%

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post- test cycle II. In the first test (pre-test) the students who got the score 75 up were 0

students of 36 students (0%). In the second test (post-test cycle I) the students who got the score 75 up were 15 students of 36 students (41.6%). In the third test (post-test cycle II) the students who got the score 75 up were 30 students of 36 students (83.3%). The increasing of the pre-test to the post -test of cycle I was about 41.6% and the increasing of post-test of cycle I to the post-test of cycle II was about 41.7 %.

2. The Qualitative Data

Qualitative data were taken from the diary notes, interview, observation Sheet and documentation. This was carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

A) Observation Sheet

Observation sheet was used to write down the situation when teaching and learning process. Observation sheet was useful for recording students and teacher activity for identifying all the condition in teaching learning process.

From the result of observation sheet of teacher's activity in cycle I can be seen that teacher are comes on time, explains about writing, explain the material about descriptive text , explains how to write down a descriptive text by applying task and give the example, asks the students to write down a descriptive text based on task, and close the lesson. It is categorized on point 4 that is very good. And on activity open the lesson by greeting and gives motivation, observes students' activities and behaviors during teaching-learning process, give opportunity to the students to ask/answer question and feedback, teacher got point 3 that is good.

In cycle II the teacher's activity got improved in open the lesson by greeting and gives motivation, observes students' activities and behaviors during teaching-learning process, and give opportunity to the students to ask/answer question. It has become 4 that is very good. While gives feedback, it is still categorized in good.

From the result of observation sheet of students' activity in Cycle I can be seen that students are listen and pay attention to the teacher's explanation and instruction, ask/answer the teacher's question, and ask some question to the teacher. It is categorized on point 3 that is good. While students ability in understand the teacher's explanation and instruction, control their manner and voice in classroom, create descriptive text based on the task, do all tasks actively and cooperatively, and collect their papers on time are still low.They got point 2 that categorized in enough.

In cycle II the students' ability got improved. It can be seen that students categorized in good on their ability in listen and pay attention to the teacher's explanation and instruction, ask/answer the teacher's question, understand to the teacher's explanation and instruction, able to control their manner and voice in classroom, ask some question to the teacher, create descriptive text based on the task, and do all tasks actively and cooperatively.

While the students' ability in collecting their papers on time still same, not got improved, that is categorized on enough.

B) Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after the implemented of the technique.

From the teacher answer in interview, showed that before implemented the technique the teacher said that he has do all his best to help the students' ability in writing. But according to the students' spirit in learning English, there are some students have no spirit and negative view about English. After implemented the technique teacher felt the students' ability was increasing. From the students' point of view, before implemented the technique they said that they have difficulties in English, they have less of vocabulary and their teacher never teach them about descriptive text. After implemented the technique they felt better and easier in learning writing descriptive text through task-based language teaching.

The interview also done after implemented Task-based language teaching in the class, it was found that the teacher agreedto use this technique. When we were interviewing he said *" It's very motivated, because through task-based language teaching can help the students to write easier. As we know that writing is one of skill in english, so it's very important."*

The student also said *"Miss i enjoy miss with the task and help me to understand how to write easier . (Miss saya menikmati tugas yang miss berikan dan itu membantu saya untuk mengerti bagaimana cara mudah menulis)".* It's

mean the all of students felt intrested in learning writing through task-based language teaching and it's improve the students English writing.

C) Diary Notes

Diary notes was used as an instrument to record all things that happened in teaching and learning process. This is also used to record all progress of students in achieving the material given by the teacher. The diary notes during the research can be seen in the appendix X.

D) Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom.

It was taken when the students did the test, and during the teaching- learning process in the classroom. From the photo will be found that the students were active and focus during the teaching-learning process. Documentation during the research can be seen in the appendix XI.

B. Data Analysis

Here, the researcher tried to analysis the data that got from quantitative data and qualitative data to know the result of the research.

1. Quantitative Data

The quantitative data were obtained from the score of student's writing test. The improvement of students' ability at writing descriptive text by using

Task Based Language Teaching can be seen from the mean of student's score in

pre-test, post-test in cycle I and post-test in cycle II.

Table 4.10 Students' score from Pre-Test, Post Test I, and Post-Test II

No	Initial Names of Students	PRE TEST Score	POST TEST I Score	POST TEST II Score
1	AFA	55	61	75
2	ADR	34	60	76
3	ARL	42	81	72
4	AZT	55	71	75
5	ARN	48	65	80
6	ATW	73	87	79
7	CU	63	70	78
8	DA	55	65	80
9	DW	50	71	71
10	DAR	55	65	75
11	DA	55	66	80
12	EDP	66	70	75

13	FSZ	69	70	75
14	IM	34	68	77
15	LCK	34	60	79
16	MA	54	68	75
17	MSJ	54	70	75
18	MMS	45	75	75
19	NP	48	73	75
20	NPI	45	84	79
21	NPS	34	76	75
22	NST	55	79	76
23	NSS	58	80	75
24	NWF	53	75	75
25	PMA	69	82	75
26	RAT	56	71	70
27	RD	57	77	75
28	RL	49	75	76
29	RMA	50	77	75

30	RBA	34	74	73
31	SH	69	79	70
32	S	58	60	75
33	SNL	36	60	76
34	YF	34	61	70
35	ZM	50	80	75
36	N	55	81	75
	Total ∑X	∑X = 18.21 X= 51.41	∑X = 2587 X= 71.86	∑X = 2712 X= 75.33

Table 4.11 The Mean Score of Cycle I (Pre -Test and Post Test I) and Cycle

II (PostTest II)

X	Pre-Test	Post-Test1	Post-TestII
Mean	51.41	71.86	75.33

From the data above the researcher found there is the increasing of the students' mastery. It could be seen from the mean of the value from pre-test, post-test of cycle I and post-test of cycle II that increase.

It also could be seen from the table below that showed the students value failed or passed.From the table above the writer found the students' achievement are:

Pre-Test

In the Pre-test the students score include to the low result, because in Pre-test the students did not understand yet about the material and still shy to ask the teacher. It gave influence in Students' achievement. From the table it showed in the pre-test there were 0 (zero) students

failed for the test.

Post-Test I

In the Post-Test I the students score got increasing. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material they did not know.

And the reaction of the students gave influence in students' achievement to increase. From the table it showed in the post-test I there are 15 students who able to pass the passing grade 75.

Post-Test II

In the post-test II the students score got increasing. In the post-test II students gave the positive reaction and more motivated in doing the test.The students' reaction and motivation increased the students' achievement. From the

table it showed in the post test II there were 30 persons who pass the passing grade 75.

The mean of the students' score in the post- test of cycle II was highest, so it could be said that the students' writing ability by using outlines technique improved from 51.41 to 75.33.

The number of competent the student was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who do the test.

The percentage of the increasing of students' writing ability could be seen as follows:

a. The percentage of competent students in the pre-test was:

$$p1 = \frac{0}{36} \times 100\% = 0\%$$

b. The percentage of the competent students in the post test I was:

$$p1 = \frac{15}{36} \times 100\% = 41.6\%$$

c. The percentage of the competent students in the post test II was:

$$p1 = \frac{30}{36} \times 100\% = 83.3\%$$

2. The Qualitative Data

Qualitative data were taken from the diary notes, interview, observation Sheet and documentation. This was carried out in two cycles. There were four meetings were conducted. The researcher was conducted in two cycles and each cycle consisted of two meetings.

2.1. The Activity of Pre-Test

In the first meeting, the pre-test was given to determine the level of students' writing ability. The pre-test was given to 36 students. One student one picture. In this activity student were asked to describe people and make descriptive text. There were some students seemed very difficult to make descriptive text but some of them tried seriously. After doing the pre-test, the researcher interviewed the students.

2.2. The Activity of the First Cycle

In this cycle, there were two meetings were conducted to the students. First meeting was used as pre-test. A test was administrated in the end of teaching learning process. The steps of this action research where:

A. Planning

The plan was arranged before doing research. All the preparation that was needed in the process of research was prepared, such as made lesson plan, observation sheet, material about descriptive text , camera to get documentation, and exercise as the instrument of collecting data writing ability.

B. Action

In this phases, there were some activities done by the researcher, they were:

a. Teacher provided the pre-test to the students. In pre-test the researcher observed the situation of the class by asking the students about descriptive text. Researcher also asked the students about the problem which they faced in doing writing.

b. The researcher explained what is descriptive text, what is function, generic structure. After that the researcher taught the students about descriptive text by using task based language teaching which help in writing.

c. After that researcher gave the explanation about descriptive text and the outline technique, and researcher give the students the example of descriptive text by using task-based language teaching. Then, researcher asks them to make a descriptive text.

C. Observation

In this observation the researcher recorded every action, comment and certain behavior of students during teaching learning process in the class by using documentation, photos and diary notes. There were many things that had been observed as follow:

a. Many students were confused about the procedure to make descriptive text.

b. Many students still confused to determine the ideas in the text.

c. Many students were lack of vocabulary.

d. Many students were not active in doing the task and some students were serious in class but there were some students still made noise, imitated their friend and disturb their friend when teaching learning process.

D. Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making second cycle. From the data the researcher decided to continuous to second cycle in order to get better result.

The evaluation could be from on the students' result test and observation of the attitude and also from the diary notes. From the data, the researcher decided to continue to the second cycle in order to get the better result.

2.3. The Activity of the Second Cycle

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

A. Planning

The researcher as the teacher designed the lesson plan for second cyc le, and gotother them for post-test I.

B. Action

The first thing that the researcher did in the second cycle was to ask the students about things or parts or they had not understood yet from the teacher's explanation before.They replied that they still confused about generic structure of descriptive text. Based on the students' question, the teacher explains again about generic structure based on the descriptive text. And in the end of second cycle, the researcher asked the students to write a descriptive text . The theme of descriptive text different with the theme of cycle II.

C. Observation

The observation was done for cycle II. From the last result it indicates that the students had able to write a descriptive text by using outline. Some students got score up 75.

D. Reflection

In this case, the feedback of teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

a. The researcher could be increased on the students' ability in writing especially in writing descriptive text by using task based language teaching. Based on observation sheet that showed the improved every meeting.

b. Students' score had improvement too. It was based on the percentage of the students score in pre-test were 0%, and post-test I were 41.6% at the first cycle. And the total of the improvement of the students score in post-test II were 83.3 % at cycle two.

C. Research Finding

The result was indicated that there was an improvement on the students' ability in writing descriptive text by using task based language teaching .The mean of the first cycle was 71.86. It was still low, because the students still have difficulties. The mean of second cycle was 75.33. From the data could be seen that the students' score and the mean in second cycle were better than first cycle. The percentage of students who got point up to also grew up. In the pre-test, students who got up 75 were 0 students of 36 students (0%). In the post test of cycle I , students who got up 75 there were 15 students of 36 students (41.6%). In post-test II, students who got up 75 there were 30 of 36 students (83.3%). In other words, the students' ability was become well in the first meeting to the next meeting.

The researcher organized all the quantitative and qualitative data form each meeting. In every cycle, the researcher conducted writing test, from the first test, it was found that the students' ability at writing was still low.

They were confused how to develop their ides, after they saw example from researcher and then transform the idea to be a good writing. Next, the first cycle of classroom action research was conducted and students asked to what descriptive text. In the first cycle most of students still has difficulties in writing descriptive text. They did not understand well about the descriptive text. But after teacher taught writing descriptive text through task-based language teaching, they can understood how to writing descriptive text well , because teacher explained the generic structure. And the students' score of post-test I was better than pre-test.

Although most of students was understand about the lesson, but there were some students still have problem in writing descriptive text, it can be seen from the students' score in post-test I. So, the researcher did cycle II in order to make all of the students understand about descriptive text well. After the researcher did the second cycle II, the result was better than first cycle. It can be seen from the students' score in post-test II, there were only 6 of 36 students have bad score. But, 30 students got score up ≥ 75

The research also analyzed qualitative data to support the research finding besides the quantitative data. The qualitative data were organized from the interview, observation, and documentation sheet in diary notes and pictures. All of these was data indicated that the students given their attitude and response during teaching learning process. Based on the result of the quantitative and qualitative data. It was indicated that the action and applying of task-based language teaching as the technique was improving.

D. Discussion on Research Finding

This research was conducted to improving the students' ability in writing descriptive text through task based language teaching. The result of researcher was from the cycle I, cycle II and the analysis showed that the mean of the first cycle was about 71.86. It showed that the students were still lack of writing descriptive text. In cycle II the improvement was about 73.25. Based on the standard of English subject, the students got score up 75 were 30 of 36 students (83.3%). It was caused the teacher used task-based language teaching in teaching process.

The research was conducted to find out the improving of the students' ability at writing descriptive text through task-based language teaching . Task-based language teaching was one of many technique that could help the students to be easier in learning writing especially descriptive text. This research has proved the effectiveness of implementation of task-based language teaching. It was shown in the table 4 of the improvement of students score of the pre-test until post-test II. It was because the researcher controlled the class better and directly the students who were noisy so the class was quieter and also provided more interesting activity in cycle II.

The effect for task-based language teaching, the students was easier in learning process and the students can understand correctly. The teacher was better and easier to implement task-based language teaching technique in teaching writing descriptive text . Based on the result of quantitative data, the result showed that the students' score in pre-test were still low, it caused the students still not understood about writing descriptive text and they didn't know how to write an descriptive text according to generic structure. In cycle I the students ability at writing descriptive text improved. The score was higher and higher for each meeting in the test. It was proven by fact that the mean of the score in post – test I improved. The mean score of post- test I was 71.86 or 21 students. It was higher than pre- test. The students'score in post-test I improved, it shown that the implementation of Task-based language teaching in cycle I can improved the students ability at writing descriptive text.

The students' responds when using task-based langugae teaching technique in teaching writing was very good. Because with task-based langugae teaching can

make student active in group or individually and interested the lesson and the students more understand about writing. The mean of post-test of cycle II was 75,33. It was higher than the post-test I. It shown that the students' understanding about descriptive text was better then before cycle. It was proven from the student who passed in the post-test II. In the cycle II only 6 students still didn't understand well about the material The result of the research showed the improving students' English writing of descriptive text through task-based language teaching.

The qualitative data were taken from interview , observation sheet, and documentation. It was found that the class was effectively. Qualitative data also be an improvement of the teache r's and student's activities during teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result and discussion of the researcher, it could be concluded that the students'ability in writing descriptive text got improvement through task-based language teaching. It was showed from the mean of the students score in three test: pre-test 51.41, post-test I 71.86 , post-test II 75.33 . And also score improvement who got score up to 75 pre-test in first cycle were 0 of 36 students (0%), post-test I in first cycle were 15 of 36 students (41.6%), post- test II in second cycle were 30 of 36 students (83.3%). Therefore, task-based language teaching in learning process can improved the students' ability at writing descriptive text.

The students' respond in language teaching when they were being taught by using task-based language teaching was good. It could be seen from first cycle until the second cycle. The first cycle the researcher got the point that they still difficult in writing descriptive text. Beside that the students did not gave attention to the teacher. They were not understood to make a descriptive text. The students responses in learning process in cycle II was good it could be seen on the students responds in cycle II in qualitative data

B. Suggestions

Having seen the result of this study, the following suggestions are offered to be considered:

1. The researcher, after conducting this research many experiences is gotten. The researcher could know the teaching learning process in class. It is important for the researcher to know the appropriate technique in teaching English.

2. The English teacher to use task-based language teaching to teach the English writing descriptive text.

3. To the students, to improve their ability to write descriptive text, have a challenge and make the students easier in study.

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APPENDIX I

LESSON PLAN (CYCLE I)

A. Identity

Subject   : English

School   : MtS EX PGA Medan

Class   : VII(Seventh Grade)

Topic   : Writing Descriptive Text

Time   : 2 x 45 Minutes (2 Meetings)

B. Standard Competence

Expressing meaning in short functional text and simple

essay in form descriptive and procedure in contrext of daily life.

C. Basic Competence

Expressing meaning and rehetorical structure in essay by using

written language accurately and appropriately in form descriptive.

D. Indicators

To mentioning the definition of descriptive text.

To mentioning the characteristics of descriptive text.

To be able to write a descriptive text

E. Objectives

Students are able to mention characteristics of descriptive tex

Students are able to distinguishing the descriptive text

Students are able to write a descriptive text well

F. Material

Picture

Worksheet

G. Learning Strategy

-Learning strategy: Task-Based Language Teaching

H. Source/Media Source :

   Source   :Internet, Picture, English Book

   Media   : Observation sheet

I. Teaching Learning Procedure

Steps:

1.Introduction

   -The teacher opens the class by greeting the students

   -Pray together before start lesson

   -the teacher checks the attended list

a.Apperception:

   -The teachers asks about the last material

b.Motivation:

   -The teacher motivates the student and arise their attention to the topic which will be learned.

   -The teacher introduces the topic and explain the purpose its topic.

2.Main Activities

a.Exploration:

   -The teacher asks the students' about descriptive text.

   -The teacher asks the students' what they have known about descriptive text

   -Discuss with students the material

b.Elaboration:

In this lesson the teacher using TBLT.

   -Teachie give a Task about Descriptive text

   -Teacher explain about the Task

   -Teacher explain the procedures and instruction of Task

-Teacher explain how to write down a descriptive text.

-Teacher gives example of descriptive text.

-Teachers asks the students' to write down a descriptive text

-Facilitate students through the provision of duty doing exercises contained in the textbook of English to be done individually.

c.Confirmation

-The teacher asks the students about the material have not understood yet.

-The teacher and students make conclusion together.

-The teacher ask the students to finished the task.

d. Close Activities

-The teachers gives motivation

-The teacher close the learning by greeting the students'.

J.   Evaluation

-Technique   : Written test

-Form   : Picture

-Instrument test   : Enclosed

K.   Assessment

Elements of Writing	Score
1.The content mastery	30%
2.The organization mastery	20%
3.The vocabulary mastery	20%
4.The grammar mastery	25%
5.The mechanic mastery	5%
Total of score	100%

Medan , 19th Mei 2018

Known by:
Kepala Sekolah Mts EX-PGA Medan   Teacher of Mts EX-PGA
Medan

(Drs. Ahmad Johan)   (Ahmad Ahyar S.Pd)

Researcher

Rahma Wati (34141002)

APPENDIX II

LESSON PLAN (CYCLE II)

A.   Identity

   Subject   : English
   School   : MtS EX PGA Medan
   Class   : VII (Seventh Grade)
   Topic   : Writing Descriptive Text
   Time   : 2 x 45 Minutes (2 Meetings)

B.   Standard Competence

Expressing meaning in short functional text and simple

essay in form descriptive and procedure in contrext of daily life.

C.   Basic Competence

Expressing meaning and rhetorical structure in essay by using

written language accurately and appropriately in form descriptive/procedure.

D.   Indicators

To mentioning the definition of descriptive text.

To mentioning the characteristics of descriptive text.

To be able to write a descriptive text

E. Objectives

Students are able to mention characteristics of descriptive tex

Students are able to distinguishing the descriptive text from other   genres of writing.

Students are able to write a descriptive text well

F. Material

-Picture

-WorksheT

G. Learning Strategy

-Learning strategy: Task-Based Language Teaching

H.   Source/Media Source :

Source   :Internet, Picture, English Book

Media   : Observation sheet

II.   Teaching Learning Procedure

Steps:

1.Introduction

> -The teacher opens the class by greeting the students
>
> -Pray together before start lesson
>
> -the teacher checks the attended list

a.Apperception:

> -The teachers asks about the last material

b.Motivation:

> -The teacher motivates the student and arise their attention to the topic which will be learned.
>
> -The teacher introduces the topic and explain the purpose its topic.

2.Main Activities

a.Exploration:

> -The teacher asks the students' about descriptive text.
>
> -The teacher asks the students' what they have known about descriptive text
>
> -Discuss with students the materia

b.Elaboration:

In this lesson the teacher using TBLT.

-Teachie give a Task about Descriptive text

-Teacher explain about the Task

-Teacher explain the procedures of Task

-Teacher explain how to write down a descriptive text.

-Teacher gives example of descriptive text.

-Teachers asks the students' to write down a descriptive text

-Facilitate students through the provision of duty doing exercises contained in the textbook of English to be done individually.

c.Confirmation

-The teacher asks the students about the material have not understood yet.

-The teacher and students make conclusion together.

-The teacher ask the students to finished the task.

d.Close Activities

-The teachers gives motivation

-The teacher close the learning by greeting the students'.

J.   Evaluation

-Technique   : Written test

-Form   : Picture

-Instrument test   : Enclosed

K. **Assessment**

Elements of Writing	Score
1.The content mastery	30%
2.The organization mastery	20%
3.The vocabulary mastery	20%
4.The grammar mastery	25%
5.The mechanic mastery	5%
Total of score	100%

Medan, 2th June 2018

Known by:
Kepala Sekolah Mts EX-PGA Medan   Teacher of Mts EX-PGA
Medan

(Drs. Ahmad Johan)   (Ahmad Ahyar S.Pd)

Researcher

Rahma Wati (34141002)

APPENDIX III

<div align="center">

PRE-TEST

</div>

Teks 1

Name :
Class :
Theme : YOUR SELF
Make a descriptive text about your self and write in your paper

Instruction

1. Introduce your self, write your name, your old, your hight, your birth, etc.

2. Write about the beauty of your self

3. Write about the nature of your self

4. Write about the matters your self often did

5. Write about what you like and dislike

APPENDIX IV

POST-TEST 1

Teks 1

Name :
Class   :
Theme : YOUR MOTHER

Make a descriptive text about yor mother and write in your paper pleas .

Instruction

1. Write your mother name

2. Write your mother old

3. Write about the beauty of your mother

4. Write about the nature of your mother

5. Write about the matters your mother often did

APPENDIX V

POST TEST II

Teks 1

Name :
Class   :
Theme : YOUR FATHER
Make a descriptive text about your father on and write in your paper

Instruction

1. Write your father name

2. Write your father old

3. Write about the beauty of your father

4. Write about the nature of your father

5. Write about the matters your father often did

APPENDIX VI

THE INTERVIEW SHEET WITH THE TEACHER

NO	Question	Answer	Conclusion
1	Bagaimana menurut anda kemampuan siswa sebelum dan sesudah saya menerapkan Task based language teaching di dalam kelas ini ?	Sejauh ini kemampuan menulis siswa sedikit mengalami perubahan setelah diterapakan task based language teaching di dalam kelas.	Kemampua menulis siswa meningkat sedikit.
2	Bagaimana tanggapan anda tentang penugasan yang saya berikan kepada siswa ?	Tugas-tugas yang diberikan sangat bagus untuk melatih kemampuan menulis siswa.	Penugasan berjalan baik.
3	Bagaimana yang anda lihat ketertarikan siswa terhadap materi yang saya ajarkan?	Saya lihat siswa mulai aktif , itu artinya mereka tertarik dengan materi dan cara mengajar anda.	Siswa tertarik dan mulai aktif.
4	Menurut anda Apakah tugas yang saya berikan Siswa/I yang berkaitan dengan writing dapat dipahami siswa dengan baik?	Saya rasa secara perlahan mereka dapat memahaminya walaupun sedikit	Siswa dapat memahami materi dengan baik.

	Apakah pemahaman menulis mereka meningkat lebih baik ?	sulit.	
5	Sejauh ini bagaimana Penilaian anda tentang keaktifan siswa di dalam setelah saya menerapkan Task-based language teaching ?	Saya rasa keaktifan siswa dalam mengikuti proses belajar bagus. Mereka senang.	Siswa mulai aktif.

Transcript Interview for the English Teacher after Classroom Action

Research

Bagaimana menurut anda kemampuan siswa sebelum dan sesudah saya menerapkan Task based language teaching di dalam kelas ini ?

"Sejauh ini kemampuan menulis siswa sedikit mengalami perubahan setelah diterapakan task based language teaching di dalam kelas."

Bagaimana tanggapan anda tentang penugasan yang saya berikan kepada siswa ?

"Tugas-tugas yang diberikan sangat bagus untuk melatih kemampuan menulis siswa."

Bagaimana yang anda lihat ketertarikan siswa terhadap materi yang saya ajarkan?

"Saya lihat siswa mulai aktif , itu artinya mereka tertarik dengan materi dan cara mengajar anda."

Menurut anda Apakah tugas yang saya berikan Siswa/I yang berkaitan dengan writing dapat dipahami siswa dengan baik?

"Saya rasa secara perlahan mereka dapat memahaminya walaupun sedikit sulit."

Apakah pemahaman menulis mereka meningkat lebih baik ?

"Saya rasa sudah ada peningkatannya."

Sejauh ini bagaimana Penilaian anda tentang keaktifan siswa di dalam setelah saya menerapkan Task-based language teaching ?

"Saya rasa keaktifan siswa dalam mengikuti proses belajar bagus. Mereka senang."

APPENDIX VII

THE INTERVIEW SHEET WITH THE STUDENT

NO	Question	Answer	Conclusion
1	Apa kesulitan kalian dalam belajar writing ?	Kami merasa sulit dalam menyusun kata-katanya dan mengingat vocab nya.	Siswa mengalami masalah pada structure grammar dan vocabulary.
2	Apakah kalian merasa saya mengajar bahasa Inggris Menyenangkan ? bagaimana perasaan kalian belajar bersama saya ?	Ya, kami merasa senang belajar sama miss. Miss sabar menghadapi kami	Siswa merasa senang.
3	Apakah tugas yang saya berikan terlalu sulit atau mudah bagi kalian ?	Tugas nya sulit sih miss, tapi kami bisa membuatnya karena bantuan miss.	Siswa mengalami kesulitan tetapi mereka membuat tugas dengan baik.

4	Apakah kalian rasa sudah mampu memahami pelajaran yang saya berikan ?	Kami rasa belum miss, kami masih harus banyak belajar.	Siswa merasa harus lebih banyak belajar.
5	Bagaimana pendapat kalian tentang penugasan yang saya berikan ?	Tugas yang miss kasih sulit tapi kami senang mengerjakannya karena miss melakukan metode pengajaran yang menyenangkan.	Tugasnya sulit tapi siswa merasa senang.

Transcript Interview for the Students after Classroom Action Research

Apa kesulitan kalian dalam belajar writing ?

"Kami merasa sulit dalam menyusun kata-katanya dan mengingat vocab nya."

Apakah kalian merasa saya mengajar bahasa Inggris Menyenangkan ? bagaimana perasaan kalian belajar bersama saya ?

"Ya, kami merasa senang belajar sama miss. Miss sabar menghadapi kami."

Apakah tugas yang saya berikan terlalu sulit atau mudah bagi kalian ?

"Tugas nya sulit sih miss, tapi kami bisa membuatnya karena bantuan miss."

Apakah kalian rasa sudah mampu memahami pelajaran yang saya berikan ?

"Kami rasa belum miss, kami masih harus banyak belajar."

Bagaimana pendapat kalian tentang penugasan yang saya berikan ?

"Tugas yang miss kasih sulit tapi kami senang mengerjakannya karena miss melakukan metode pengajaran yang menyenangkan."

APPENDIX VIII

OBSERVATION SHEET CYCLE 1

A Classroom Action Research in the Seventh Grade

on MTS EX-PGA Medan

Class : VII A

Date   : Saturday, 26th Mei 2018

Give the checklist (√) if "Yes" or "No"

No	Aspects		Researcher		Students	
			Yes	**No**	**Yes**	**No**
	Pre-Teaching					
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√			
2	Checking the students attandance and asks the students' condition.	Answering the students' attandance from the researcher and saying their conditions to the researcher.	√			
3	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher.	√			

4	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.	√			
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	√			
	Whilst-Teaching					
6	Writing the question on the board.	Answering the question that written on the board.	√			
7	Choosing which question and answer the class like best.	Giving their best answer.	√			
8	Dividing each student to a small group.	Siting in their group.	√			
9	Drawing the students attantion to the genres that listed in the corner of board, describing each one and assigning a different genre to each group.	Listening on the teacher's description.	√			
10	Giving the sudents 10-15 minutes to work in their group.	Working in their group.	√			

11	Watching the student's presentation.	Presenting their presentation.	√			
Post-Teaching						
12	Giving feedback.	Listen the feedback from the researcher.	√			
13	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			
		Understaning about the topic that they have learned.	√			
14	Ending the lesson and saying a prayer.	Feeling that Task based language teaching is good to apply in the classroom.	√			
		Saying prayer.	√			

APPENDIX IX

OBSERVATION SHEET CYCLE II

A Classroom Action Research in the Seventh Grade

on MTS EX-PGA Medan

Class   : VII A

Date   : Monday, 4th June 2018

Give the checklist (√) if "Yes" or "No"

No	Aspects		Researcher		Students	
			Yes	No	Yes	No
Pre-Teaching						
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√			
2	Checking the students attandance and asks the students' condition.	Answering the students' attandance from the researcher and saying their conditions to the researcher.	√			
3	Warming up the students by giving some question about the topic that will be	Answering the questions given by the researcher.	√			

			√			
	discussed in the class.					
4	Motivating the students for learning seriously.	Feeling motivated and excited to learn seriously.	√			
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	√			
	Whilst-Teaching					
6	Writing the question on the board.	Answering the question that written on the board.	√			
7	Choosing which question and answer the class like best.	Giving their best answer.	√			
8	Dividing each student to a small group.	Siting in their group.	√			
9	Drawing the students attantion to the genres that listed in the corner of board, describing each one and assigning a different genre to each group.	Listening on the teacher's description.	√			
10	Giving the sudents 10-15 minutes to	Working in their group.	√			

	work in their group.		√			
11	Watching the student's presentation	Presenting their presentation.	√			
	Post-Teaching					
12	Giving feedback.	Listen the feedback from the researcher.	√			
13	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			
		Understaning about the topic that they have learned.	√			
14	Ending the lesson and saying a prayer.	Feeling that Task based language teaching is good to apply in the classroom.	√			
		Saying prayer.	√			

APPENDIX X

DIARY NOTES

First Meeting (Saturday, 19th Mei 2018)

The first meeting, the researcher applied identification. The researcher introduces herself and explained the purpose of her coming and gave pre-test to knowbasic knowledge of the students in writing descriptive text. Many of them looked at confused with the test, and the result of the test make me surprise, there is no students got score 75. The condition of the classroom was not conducive. The students make noise by asking their friend about the answer from the pre-test. So it can be concluded that students still had difficult in writing. Because they are look confused and lack of vocabulary, so I ask them to bring their dictionary in every meeting of English.

Second Meeting (Saturday, 26th Mei 2018)

The teaching learning process in the second meeting was better than the firstmeeting. It is because they were interesting what the researcher explained in the second meeting. I began with greeting, called their name, and gave explanation to the students about the procedure of how to make descriptive text by using task based language teaching. They listened to my explanation. The activities of the students in the class:

a. Pay attention on my explanation about outline technique.
b. Students tried to ask about my explanation.
c. Some students still confused what should they do ;they were crowed and disturb their friend. At the end of teaching learning process the researcher checked the students'ability in descriptive text by giving some question related material as post- test in the first cycle.

Third Meeting (Saturday, 2st June 2018)

This meeting was enjoyable. Students felt interested during teaching learning process because this meeting was to continue the evaluation for their discussion.

Some of students' braveness to reveal their opinion, but some of them still shies to give their idea. In this meeting the researcher gave the test as the post test of cycle I.The result of the students' score still low. The activities of the students in class:

a. Pay attention on my explanation.
b. Students tried to answer my question.
c. Students reveal their opinion in answering question.
d. Some of students were busy in doing the test, but some of them still silent without doing anything.

Fourth Meeting (Monday, 4th June 2018)

In the fourth meeting, the students studied descriptive text by using task based language teaching that was conducted. Researcher re-explains the parts that are difficult and not understood by students. They all focused on the material. In the last meeting the researcher gave the test as post-test II in second cycle, and total score of each student was satisfied. Before the class ended, the researcher gave concluded about descriptive text once again and asked the students about the material. At least, the researcher could concluded that the students were able in writing descriptive text well.

APPENDIX XI

DOCUMENTATION

APPENDIX XII

The Worksheet of student Pre test, Post Test I, Post Test II

About My self

I am going to decribe my self.
My name is Nabila Putri and my friend call me putri.
I born in Medan, March 21th 2004. My age is
15 years old. My father name is Ucok.
My mother name is Anik. My younger brother name is
poji.

C : 15
O : 11
V : 8
L : 10
B : 4   +
─────
(48)

Appendix 5

POST-TEST 1

Teks 1

Name : ANGGUN TRI WULAN DARI
Class : Vii A
Theme : YOUR MOTHER

Make a descriptive text about yor mother and write in your paper pleas .

Instruction

1. Write your mother name

2. Write your mother old

3. Write about the beauty of your mother

4. Write about the nature of your mother

5. Write about the matters your mother often did

My Lovely Mother

I have a lovely mother Her name is Zaenab.

She is the best mother for me My mother was born on setember 20th 1968 She has a beautiful face as me She has an ofal face with cubby cheeks She has wavy short hair Her eyes are black Her skin is rather dark it is the kind of Asion skin we call it here as "sawo matang" skin she has loud voice

$$\frac{\begin{array}{l} c \cdot 26 \\ o \cdot 19 \\ v \cdot 18 \\ L \cdot 21 \\ m \cdot 3 \end{array}}{87}$$

Appendix A

POST TEST 2

Take 2

Name : Dewi Pratiwi
Class : VIII
Theme : YOUR FATHER
Make a descriptive text about your father ini and write in your paper

Instruction

1. Write your father name

2. Write your father old

3. Write about the beauty of your father

4. Write about the nature of your father

5. Write about the routines your father often did

My hansome dad

My father name is ucok. He is 4r years old.
He was born, on october 22th 1968
He is very handsome and dashing man.
He has a sturdy body and wide man.
My father's fall is about 170 cm.
and his weight is about 60 kg.
my father has pointed nose. his harr is
black and short. his eyes are great
and black.

My father is very friendly. He is happy
to make other laught with his _joker_.
my father is very great man. he
always understands condition and needs
of his children. my father is a hard
worker.

$$c = 20$$
$$0 = 18$$
$$v = 18$$
$$L = 20$$
$$m = 4$$
$$\overline{80}$$