



**IMPROVING STUDENTS' WRITING ABILITY
IN DESCRIPTIVE TEXT BY USING
TASK BASED LANGUAGE TEACHING
AT SMA N 1 BATANG ONANG**

A THESIS

*Submitted The State Institute For Islamic Studies (IAIN)
Padangsidempuan as a partial Fulfilment of the requirement for the
Graduate Degree of Education (S.Pd)
In English Program*

Written by:

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PADANGSIDEMPUNAN**

2018

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*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuanas a
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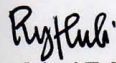
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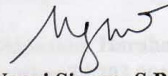
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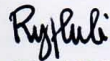
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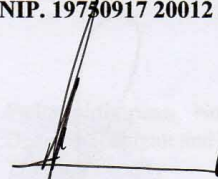
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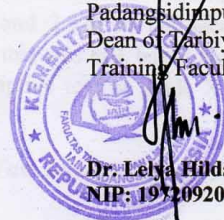
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ABSTRACT

This research talked about improving students' writing ability in dscriptive text by using task based language teaching at ten grade students of SMA N 1 Batang Onang, the students' problems in learning descriptive text and the students problem in writing ability. Students not interested to study English. Then, Students still found the difficulties in understanding grammar, vocabulary, form, how to make a good text and the using of punctuation. The purpose of this research is to describe students' improvement in writing ability in descriptive text at ten grade of SMA N 1 Batang Onang.

The research method which apply in this research was classroom action research, by implementing action reserch spiral by Kemmis design which consisted four steps. Those were, planning, acting, observing, and reflecting. Moreover to solve the problem in the action the researcher used task based language teaching method. The participants of this research were all the students in the classroom X MIA 2 SMA N 1 Batang Onang that consisted of 30 students also by collaboration with English teacher. The data of this research were qualitative and quantitative data.

Based on the research result, showed in the first meeting the mean score was 5.16 (10%), the second meeting the mean score was 73.33 (33.33%). The third meeting the mean score was 77,16 (53.33%). Then the last meeting, the means score was 80.83 (73.33%). The comparative of students' total mean in cycle 1 up to the cycle 2 was 1.832,5 in first cycle and 2.370 in the second cycle, and the percentage was 1.28%. So the hypothesis that was task based language teaching can improve students writing ability in descriptive text at grade X MIA 2 SMA N 1 Batang Onang could accepted.

Key words: Writing, Descriptive Text, and Task Based Language Teaching (TBLT)

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is important to be learnt and mastered by every people. It is an activity to express the ideas, thoughts and feelings by written. Writing is the process of giving information by text that involve in generating the letters, words and sentences. Writing is regards as a productive skill it aims at assisting students in expressing their written idea. Writing also as a tool of communication that represents language through the inscription of sign and symbol.

We known, by writing, the document or the file can be saved in the fullest form. One day, it can be opened to see the thing that needed in written form. So, it can be a library which the brain can not save it. Because our brain can forget it. Besides, writing becomes a more dependable method of recording and parenting events in a permanent form. Writing helpsto move easily among facts, inferences, and opinions without getting confused and without confusing our reader. Writing helps others give feedback. Writing also helps to understanding the topic that will write. So it is undeniably that writing is very important for our life.

Writing is one of the important skills in English. Writing skill is an important part of a language. Writing skill cannot be separated in English language, because, writing is one of the skills in English that must be attended by the students. This skill is needed by the students to support their achievement.

By writing, a writer will be able to communicate with readers. Also the students, by writing, they can develop their ideas and opinions. They can describe their friends, the places, or things that they want to describe. Furthermore, in this era the students also can write in short messages, memos, blogs, magazines, newspapers, Facebook, and another application or via communication.

Writing also is the process for describing, analyzing, interpreting, and communicating experience. As the result, it is the part of the important language teaching learning. Many people feel that writing is difficult. Because writing needs time to describe for anything. Then in writing the writer needs many revisions for the written result, so some writers make it become lazy, so let it.

However, a good writing uses good vocabulary and structure and also the content has the meaning. It describes clear ideas and information and makes the reader easy to understand the text, and easy to get the message, idea, and thoughts of the writer. It means that the text must be readable and comprehensible.

In writing, there are some kinds of the text that learnt by the students they are, exposition, narrative, argumentation, report, procedure and descriptive text. Descriptive text is a kind of text which the content is a description of case being describe clearly. Descriptive text is the text which describes something, someone, situation, or about the way persons, places, or things. The components of descriptive text are identification and descriptions.¹ So the students must know about the component of descriptive text to able to write descriptive text. Writing descriptive text needs several rules as vocabularies, ideas, and sentence structure. It means that writing descriptive text not easy especially for senior high school. So, the students need teachers to help them in developing their knowledge and ability.

Actually, students at first grade of SMA N 1 Batang Onang, they have problem in writing. Although they have learnt writing descriptive text since in junior high school at second grade until now, so they have learnt for three years. But they still have difficulties in writing descriptive text.

Base on interview result with Mrs. Irma Suryani as English teacher at SMA N 1 Batang Onang, she said that many students have difficulties to express their ideas by writing. That is why, the students result in writing descriptive activity becomes low. It can see from their achievement in their final exam, she said that most of the students have difficulties in writing

¹Sanggam Siahaan and Kisono Shinoda, *Generic text Structure* (Pematangsiantar: Graha Ilmu, 2008), p.73.

descriptive text. Then they get bored when they study English as when study descriptive text.²

First problem is, the students are lack of ideas. It make the students cannot organize their sentence to be a paragraph. A good idea is make writing easy to comprehend a text. The good idea can see of content a descriptive text such as, identification and description. Then, the students in SMAN 1 Batang Onang are lack of ideas because they did not understand about identification and description. They can not write descriptive text independently and it makes them spend much time.

Second, the students result in writing descriptive activity still low. In learning descriptive text, students make have difficulties in writing. Students' writing are low because the students are lack in vocabulary mastery whereas the influence of vocabulary very necessary in writing skill. Besides, students never use English language in English class to increase their mastery about vocabulary.

Then they fill boring when they study descriptive text. In teaching learning English, the students are low motivation when they follow studying. They do not confident to show up their writing because they make many mistakes and they lack of grammar, pattern of sentence. Besides, they do not interest in learning English so, sometimes they makes noisy with others.

²Mrs. Irma Suryani, One of the English Teacher in SMA N 1 Batang Onang, *Personal Interview*, 27 September, 2017.

Therefore, they need a method which is interest them and understand or mastery to improve their ability in writing descriptive text.

Base on the problems above, the teachers need a method which is interest them in writing descriptive activity. There are many methods that can apply in teaching writing any kinds of text, one of them is Task Based Language Teaching. Task based refers to a method based on the use of the task as core unit of planning and instruction in language teaching.

Task based language (TBLT) is one of method in teaching English for foreign language. TBLT methods, the learners are taught how language works in real world task by acting it in class into pedagogical task. By task based language teaching the students have effort to process of knowledge and skill when they are doing activities in teaching English learning. So the researcher interest in conducting a research entitled: **“Improving Writing Ability in Descriptive Text by Using Task Based Language Teaching at SMA N 1 Batang Onang.**

B. The Identification of the Problem

Based on the explanation of background above, the identification of the problem are :

1. Students have difficulty to express their ideas by writing or they are lack of idea.
2. The students result in writing descriptive activity still low.
3. They get bored when they study descriptive text.

C. The Focus of the Problem

In writing there are some kinds of text or paragraph must be mastered by the students they are: descriptive text, narrative text, recount text, report text, procedure text and explanation text, argumentative writing, analytical text, hortatory text etc. So, the researcher conducted this research basically focused to writing descriptive text.

In this class action research, the researcher conducted the focus of the problem on improving students' writing ability in descriptive text at SMA N 1 Batang onang in academic year 2017/2018 by using Task Based Language Teaching as teaching method. The research also focused on writing descriptive text especially in describing person, place, or thing. In addition, descriptive text should have a generic structure such as identification, description and conclusion.

D. The Formulations of The Problem

The formulation of the problem "How can Task Based Language Teaching able to improve the students' writing ability in descriptive text activities at first grade of SMA N 1 Batang onang?"

E. The Objectives of The Research

The purpose of this research is to find whether Task Based Language Teaching is able to improve students' writing ability in descriptive text and their achievement at first grade of SMA N 1 Batang Onang.

F. The Defenition of Key Terms

1. Writing Skill

Braille states, in *Introduction to Language* mentions that, writing involves more than just producing sentences, moreover it is the way to help the writer to extend everything that comes to his mind and everything that comes to his feeling. The development of writing is therefore one of the greatest human achievements.³ It means that writing more than just producing sentence only, moreover it is an activity that can help the human to develop the ideas in their mind.

2. Task Based Language Teaching (TBLT)

Jack c. Ricard states Task based refers to an approach based on the use of the task as core unit of planning and instruction in language teaching.⁴ Task based language teaching is an approach to the design of language courses in which the point of departure is not ordered list of linguistics item, but a collection of task.⁵

3. Descriptive Text

Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be person, or an animal, or a tree, or a house, or camping. It can be about any

³Victoria Fromkin, *An Introduction to Language Ninth Edition* (Los Angeles: University of California), p.540.

⁴Jack Ricard, *Approach and Methods in Language Teaching*(USA : Cambridge University Press, 2001), p.223.

⁵David Nunan, *Second Language Teaching and Learning* (Boston: Heinle and Heinle Publisher, 1999), p.24.

topic.⁶Pardiyono states Descriptive is a type of written text, which has the specific function to give description about an object (human or non human).⁷

G. The Significances of The Research

The significances of the research are:

1. To English teacher, task based language is a good method to teach writing descriptive text
2. To students of SMA N 1 Batang Onang, in improving students ability in writing descriptive text by Task based language teaching
3. To improve students' interest in writing descriptive text
4. To other researcher, as additional method to solve the related problem in writing text activity.

⁶Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.89.

⁷Pardiyono, *Pasti Bisa Teaching Genre Based Writing* (Yogyakarta: Cv.Andi Offset, 2007), p.34.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory Description

This part reviewed the theories to explain concept that will support learning. The theories consist of writing skill, task based language teaching , and descriptive text as the following.

1. Writing skill

a. Definition of writing skill

Talking about writing, most people do a writing. When they are asked what is writing, they may answer that writing is one way to communicate each other. Writing also is an activity to express or showing our idea about something. In modern teaching, writing can be considered as both process and product. Those cannot be separated since they are related to each other.

Expressing feeling or ideas in the written form is not an easy job since the writer should compose the letters into the words, sentence, paragraph, and texts in general. Furthermore, the text should be readable and comprehensible so that the reader will get the message, ideas, or thoughts of the writer.

There are some definition of writing base on the author. Writing or academic writing is a kind of writing used in high school and collages classes. Alice Oshima mention Academic writing is different from creative writing. Which is the kind of writing you do when you write stories. Academic writing in English is probably different from academic writing in your native language. The words and grammar and the way of organizing ideas are probably different from what you are used to.¹

On the other hand John Langan stated that writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey.² It means, writers do not discover just what they want to write about until they explore their thoughts in writing.

Then David Nunan said “writing is both a physical and mental act.” It is a mental work in creating ideas to express and to organize them in paragraph, so the reader will be easier to understand the writer’s intention.³ It means that while the writing activity the writer organizes, drafts, reads what the ideas they have written.

Moreover Victoria Fromkin state, in *An Introduction to Language* mentions that, writing involves more than just producing sentences, it is

¹Alice Oshima, *Introduction To Academic Writing*, (Pearson Longman, 2007), p.3.

²John Langan, *College Writing Skills, Media Edition (5th Edition)* (USA: McGraw Hill, 2003),p.13.

³David Nunan, *Practical English Language Teaching* (USA: The Mcgrowhill Companies, 2003), p. 88.

the way to help the writer to extend everything that comes to his mind and everything that comes to his feeling. The development of writing is therefore one of the greatest human achievements.⁴ It means that writing more than just producing sentence only, moreover it is an activities that can help the human to develop the ideas in their mind.

Furthermore, base on Caroline on her book *Practical English Language Teaching Young Learners* ,gives the definition that writing is a combination of process and product. The process refers to the act of gathering ideas until they are presented in a manner that is polished and comprehensible to the readers.⁵So, writing is the combining process and product.

Jeremy Harmer also give the definition of writing is a skill: by far the most important reason for teaching writing of course, is that is basic language skill, just as important speaking, listening, and reading.⁶ So, writing is one activity which include marking coherent words and composing text.

Base on the explanations have mentioned by the authors above we can conclude that writing is not just write the sentences on the paper exactly but more than that. Writing is a complex process where the

⁴Victoria Fromkin, *An Introduction to Language Ninth Edition*, (Los Angeles: University of California), p. 540.

⁵Caroline and David Nunan, *Practical English Language Teaching Young Learners*, (New York: McGraw Hill, 2005), p.98.

⁶Jeremy harmer, *how to teach* (England: Addison Wesley longman limited, 1998), p.79.

human think about what they want to write, what ideas in their mind then what should they write and they have to know the way also about how to make their writing readable and can be understood by the readers by using the role.

b. The Purposes of Writing

The purpose of writing can also be defined as the aim why we write. According to Michael Omalley there are three purposes of writing they are: Informative, Expressive, and Persuasive.⁷ The definition of the three purposes will be explained as follow:

- 1) Informative writing, it means that the purpose is to give information, direction or ideas. An example of informative writing is, the descriptive and report text in writing genre, that it gives the description about something or an event to the readers.
- 2) Expressive writing, it gives purpose a personal or imaginative expression in which the writer produces stories or essays. The example for the expressive writing here is, making the diary or the notes about the daily activity, it includes a feeling expression.
- 3) Persuasive writing, it means that writer attempts to influence others and initiate action or change. The example of persuasive writing is

⁷ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learning*, (USA: Addison Wesley Publishing Company), p.137-138.

exposition text that has the aim to persuade or to influence people to do or not to do something.

Given explanation above, writing is an meaningful activity. It is not only the activity to make the product of writing readable by the readers, but also can become as the way for informing something or event to the readers, expressing feeling as usually people do by keep the notes or the diary, and also to persuade or to suggest the reader to do something.

c. Writing Process

Writing is a process that is done for a purpose, which result in a product. The process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose, because writing is personal, the individual determines the purpose.

Alice Oshima states that, the process of writing consists of five main stages in writing process, as follows:⁸

- 1) Prewrite, is a way to get the ideas. In this stage the students will practice the technique called listing. Listing is prewrite technique, wich the students write the topic at the top of a piece of paper and quickly make a list of words or phrases that come into their mind.
- 2) Organize, the ideas are organized into simple outline.

⁸Alice Oshima, *Introduction to Academic Writing* (USA: Longman Pearson, 2007), p. 22.

- 3) Write rough draft, the students write the rough draft at the top of the students' paper.
- 4) Polish the rough draft, this is the stage while the students exchange papers with a classmates and ask them to check the draft using Peer Editing worksheet.
- 5) Write a final copy, hand in the draft of writing then make the final copy through the draft have checked by peers.

According to Donal Graves there are five-steps of writing process.

1) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (describe below) are all ways to generate ideas.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around

4) Editing

This is the stage where grammar, spelling and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and

connecting ideas will instead be utilized worrying about writing mechanics.

5) Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.⁹

Base on the definition above, the researcher conclude that process of writing is a process in which the writer is required to use some variable of writing such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation in order to express the ideas.

d. The Characteristic of Writing Ability

In teaching writing there are some characteristics of written language ability. H. Douglas Brown states in teaching by principle, there are some characteristic of writing ability. They are permanence, production time, distance, orthography, complexity, formality, vocabulary, and coherence. The explanation can be seen as follows:

1) Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to withdraw. That prospect is the single most significant contributor to make writing a very scary operation. Therefore, whatever you can do as a teacher and guide and as a facilitator to help

⁹Andrew, P Jonshon, *Teaching Reading and Writing: A Guide for Tutoring and Remediating Students* (New York: Rowman& Littlefield Publisher, 2008), p. 179.

your students to revise and refine their work before final submission will help to give them confidence in their work.

2) Production time

The writer can indeed become a “good” writer by developing efficient process for achieving the final product. One of your goals especially if you teaching in EAP context, would be to train your students to make the best possible use of such time, but with sufficient training in process writing, combined with practice in display writing you can help your students to deal with time limitation.

3) Distance

The distance factors requires what have called cognitive empathy, in good writers can “read” their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience’s general knowledge, culture, and literary schemata, specific subject-matter knowledge, and very importantly how their choice of language will be interpreted.

4) Orthography

Everything from simple getting to extremely complex ideas are captured through the manipulation of a new dozen letters and other written symbols. Something we take for granted the mastering of the mechanics of English writing by the students.

5) Complexity

Writers must learnt how to remove redundancy, how to combine sentence, how to make references to other elements in a text, how to create syntactic and lexical variety and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether the students is filling out a questionnaire or writing a full-blown essay, the conversation of each form must be followed. For ESL students the most difficult and complex conventions occur in academic writing where the students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize and argue.

8) Coherence

Coherence is traditionally describes as the relationship that link the ideas in a text to create meaning. It is important that students be taught alternative strategies to improve their writing.¹⁰

So there are eight characteristics of witing ability to make the written better. Then the writer also know what should they do in their written formula and the rules.

e. Principles for Designing Writing Techniques

In teaching writing also there are several principles out of all these characterisrics of the written word. Adapted from Douglas Brown which mentions several principles of a good writing. Below are the descriptions:

1) Incorporate Practices of “Good” Writers

Consider the various things that efficient writers do, and see if your technique includes some of these practices. Below the criterias of the good writers:

- a) Focus on a goal or main idea in writing.
 - b) Perceptively gauge their audience.
 - c) Spend some time (but not too much) planning to write.
 - d) Easily let their first ideas flow onto the paper.
 - e) Follow a general organizazional plan as they write.
 - f) Solicit and utilize feedback on their writing
 - g) Revise their work willingly and efficiently.
- 2) Patienly make as many revisions as needed.

3) Balance Process and Product

Make sure that the application o the process principle does not distract from a careful focus on the product as well.

¹⁰H. Douglas Brown, *Teaching By.....*, p.325-326.

- 4) **Account for Cultural/Literary Background**
If there are some apparent contrast between students' native traditions and those that will trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then by egress perhaps, bring them to the use of acceptable English rhetoric.
- 5) **Connect Reading and Writing**
By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.
- 6) **Provide as Much Authentic Writing as Possible**
Writing that is shared with others students in the class is one way to add authenticity. Publishing a class newsletter.
- 7) **Frame the techniques in terms of prewriting, drafting, and revising stages.**
Both in prewriting, drafting, and revising stages the writer suggest to have the technique in writing in order to achieve the coherence between process and product of writing.
- 8) **Technique Should be as Interactive as Possible.**
The technique that is used for learning writing is suggested not only interest and fun but also interactive. So that the technique is hoped to become the suitable and appropriate technique to increase the students ability in writing.
- 9) **Sensitively Apply Methods of Responding to an Correcting the Students' Writing.**
This principle is so important because responding or correcting has an important role to add an information to the writer to revise and make their writing be better. So, in giving correcting and responding to the product of the students bsolutely must give carefully. Avoid the bad way in giving correcting because the bad way can make the students' motivation for writing decreas.
- 10) **Make the Final Evaluation of Student Writing Consistent with Overall Approach.**
The evaluation of writing, especially in a process-oriented classroom, is a thorny issue. I you re a guide and a facilitator of students' performance in the ongoing process of developing a piece of written work, how can you also be the judge?. Juggling this dual role requires

wisdom and sensitivity. The key to being a judge is fairness and explicitness in what you take into account in your evaluation.¹¹

It means that , the teachers are suggested to make sure that the all those the principles for teching writing have to fulfill, in order to help the students interest for studying English especially in writing subject, then the main goal that all the teacher have to reach can be reached effectively.

f. Writing Assessment

Language learners, in order to effectively improve their language ability, they should be able to see how themselves learn the language. It means that evaluation is needed as the mean to see how far and how effective their learning process. This kind of technique of having the evaluation toward the learning process is usually named as assessment.

Assessment allows the teachers or a learners to evaluate the learning process. This evaluation requires the information as the data and assessment provides the information. The assesment criterion of the writing ability is needed to recognize the criteria for writing assesment in the research study. There are some ctirerias of writing assesment as follows:

¹¹H. Douglas Brown, *Teaching By Principles* p.331...

Table 1.
Indicator of writing score

| Aspects | Indicator | Score |
|------------|---|-------|
| Grammar | Few (if any) noticeable errors of grammar or word order | 25 |
| | Some errors of grammar or word order which do not however, interfere with comprehension. | 20 |
| | Errors of grammar or word order frequent: efforts of interpretation sometimes required on reader's part | 15 |
| | Errors of grammar or word order so severe as to make comprehension virtually impossible. | 10 |
| Vocabulary | Use vocabulary correctly | 25 |
| | Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary. | 20 |
| | Limited vocabulary and frequent errors clearly hinder expression of ideas. | 15 |
| | Vocabulary limitations so extreme as to make comprehension virtually impossible | 10 |
| Mechanic | Few (if any) noticeable lapses in punctuation or spelling. . | 25 |
| | Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension. | 20 |
| | Frequent errors in spelling or punctuation; lead sometimes to obscurity | 15 |
| | Errors in spelling or punctuation to severe as to make comprehension virtually impossible. | 10 |

| | | |
|------|--|----|
| Form | Highly organized; clear progression of ideas well linked; like educated native writer | 25 |
| | Some lack of organization; re-reading required for clarification of ideas. | 20 |
| | Individual ideas may be clear, but very difficult to deduce connection between them. | 15 |
| | Lack of organization so severe that communication is seriously impaired. Score: grammar:....+ vocabulary:..+ mechanics:...+form:....= Analytic methods of scoring for test writing. ¹² | 10 |

2. Task Based Language Teaching (TBLT)

a. Definition of task based language teaching(TBLT)

Nunan stated Task Based Language Teaching is an approach to the design of language courses in which the point of departure is not ordered list of linguistics item, but a collection of task.¹³Task based refers to an approach based on the use of the task as core unit of planning and instruction in language teaching. Some its proponents present it as a logical development of communicative language teaching since it draws on several principles that formed part of the communicative language teaching movement from 1980, for example:

¹²Arthur Hughes, *Testing For Language Teachers* (New York: Cambridge University Press, 1990),pp. 91-93

¹³David Nunan, *Second Language.....*,p. 24.

- a. Activities that involved real communication are essential for language learning.
- b. Actives in which language is used for carrying out meaningful task promote learning.
- c. Language that is meaningful to the learner support the learning process.¹⁴

Shekhan argued that task is activities which have meaning as their primary focus. Success in task is evaluated in term of achievement of an outcome and task generally bears some resemblance to real life language use.¹⁵ So task based instruction takes a fairly strong view of communicative language teaching.

Ellis defined task as activites must be focus on meaning whereas excises are activities that focus on form. Furthermore he define, task is meaning primarily, solve the problem, performance of outcome is evaluated and related to the real world.¹⁶ It means that task is focused on exchange meaning, and carried out an outcome from solving problem. Task activities in which the target language is used for communicative purposes to get the outcome of lesson through some process of though and allow the teacher controls and regulates the process.

¹⁴Jack Ricard, *Approach and.....*, p.223.

¹⁵*Ibid*, p. 224

¹⁶Rod Ellis, *The Methodology Task Based Teaching* (New York:Oxford, 2003) p. 83.

b. Types of task based language teaching

Furthermore, teaching material TBLT in Nunan by Long, there are two kinds of task:

- 1) Real-world task, refers to task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of task include painting a fence, dressing a child, filling out the form, typing a letters, doing homework, making a hotel reservation. In other word, “task” means the thing that the peoples do in daily life. The target task is as name implies, it refers to use of language in the word in the classroom.
- 2) Pedagogical task, is a work which involves the learners in comprehending, manipulating, producing, or interacting, in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning rather than to manipulate form. Pedagogical task means task that occur in classroom.

The concept of task is important on syllabus design element. Pedagogically, task based language teaching has strengthened principle and practice, they are:

- 1) A need based approach to content selection
- 2) An emphasis on learning to communicate through interaction in target language

- 3) The introduction in the authentic text into the learning situation
- 4) The provision of the opportunities for learner to focus not only language but also learning process itself.
- 5) An enhancement of the learners' own personal experiences as important contributing elements to classroom learning.¹⁷

Willis cited by Nunan said that everything learner does in classroom qualifies as task where the target language is used by the learner for communicative purpose or the goal in order to achieve an outcome through exchange of meanings.¹⁸

c. Principle Of Task Based Language Teaching

Diane Larsen freeman state, there are nine principles of task based they are:

- 1) The class activities have a perceived purpose and clear outcome.
- 2) A pre- task, in which students work through a similar task to one that they will later do individually. Is a helpful way to have students see the logic involved in what they are being asked to do.
- 3) The teacher breaks down into smaller steps the logic thinking process necessary to complete the task.
- 4) The teacher needs to seeks ways of knowing how involved the students are in the process, so she can make adjustment in light of the learner's perceptions of relevance and their readiness to learn.
- 5) The teacher does not consciously simplify her language, she uses whatever language necessary to have student's comprehend the current step in task.

¹⁷David Nunan, *Task Based Language Teaching* (United Kingdom: Cambridge University Press, 2004), p. 1-5.

¹⁸*Ibid.*, p. 6.

- 6) The teacher supplies the correct target form by formulating or recasting what the students have said.
- 7) The task, where the students have to listen to different parts of a total set of information they need to complete a task.
- 8) Students should receive feedback on their level of success in completing the task. The overall focus on meaning.
- 9) Students have input the design and the way that they carry out the task. This gives them opportunity for authentic and meaningful interaction.¹⁹

Based on the explanation above the researcher concluded that there are nine the principle of task based language teaching. In teaching learning using task based language teaching the core unit is doing the task and the group works.

3. Descriptive text

a. Definitions of Descriptive Text

There are some definition about descriptive text base on author:

Descriptive is a type of written text, which has the specific function to give description about an object (human or non human). Another definition description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be person, or an animal, or a tree, or a house, or camping. It can be about any topic.²⁰

¹⁹Diane Larsen-Freeman, *Techniques And Principles In Language Teaching* (New York: Oxford University Press, 2002), p.148.

²⁰Sanggam Siahaan and Kisno Shinoda, *Generic Text.....*,p.89.

Pardiyono states description is a type of written text, which has the specific function to give description about an object.²¹When you describe someone or something, you give your readers a picture in words. To make the word picture as vivid and real as possible, you must observe and record specific details that appeal to your readers' senses (sight, hearing, taste, smell, and touch). More than any type of essay, a descriptive paper needs sharp, colorful details.²²It means that description text can help the readers, through his/her imagination, to visualize a scene or a person, to understand a sensation or an emotion. In the text the descriptive text can be a person, an animal, plants, a house etc. It can be about any topic.

b. Generic Structure of Descriptive Text

Description tells how something look or sounds or taster or smell or fell. Lowes and Clark also explained that text structure of descriptive text consist of:

- 1) Identification: is writing the name of something, place, pictured, city, and family with brief description , to identify the object to describe.

²¹Pardiyono, *PastiBisaTeaching Genre Based.....*, p.34.

²²John Langan, *College Writing Skills, Media Edition (5th Edition)...*, p.175.

2) Description: describes parts, qualities, and characteristics of the parts of the object.²³

c. Characteristics and Language Features of Descriptive Text

There are some characteristics of descriptive text, here the characteristics of descriptive text, the researcher adopt from Alice Oshima in her book *Introduction to Academic Writing*.²⁴ She states several characteristics, that will be explained as follow:

- 1) A description is a word picture. It tells the reader how something looks, feels, smells, tastes, and sound.
 - a) Use spatial order to organize the description. Spatial order is the arrangement of item in order by space.
 - b) Use spatial order expressions to show the order. Examples of the spatial order; on the dashboard of my car; in the distance.
- 2) Unity is an important element of a good paragraph. Unity means that a paragraph discusses one and only one main idea.
- 3) Supporting details are the “meat” of a paragraph. They prove the truth of the writer topic sentence, and they make the writer text rich and interesting.
- 4) Use of simple present tense.
- 5) Focus on specific participants.

²³Sanggam Siahaan, *Generic Text Structure*.... , p.89.

²⁴Alice Oshima and Ann Hoge, *Introduction to Academic Writing*,...p.74.

6) Use of attributive and identifying processes.

7) Dominant grammatical aspects

d. Example of Descriptive Text

Table 3
Example of Descriptive Text

| | |
|----------------|---|
| Title | Borobudur temple |
| Identification | Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia |
| (Description) | Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, |

| | |
|--|---|
| | <p>represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.</p> |
|--|---|

B. Review of Related Findings

Research is the study about certain object to find out facts about it. There have been many researchers done regard to thus research problem, writing skill improvement. They are shown the present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings.

First, base on related findings Indriani Hazaroh she state the result showed that trustworthiness. The findings reveal that the students' writing ability improved through the use of Task-Based Language Teaching (TBLT). It was shown that the students were more enthusiastic and active in the teaching and learning process of writing. The students had more chances to explore their ideas and to choose their own words. In addition, the teacher also had a lot of opportunities to develop various activities.²⁵

The second related findings is come from Mehwish Naudhani. The research was qualitative in nature. In data collection, a five Likert scale

²⁵IndrianiHazaroh, *Improving Writing Ability Of Grade XII SMA N 1 Majenang Using Task Based Language Teaching (TBLT)* Unpublished Thesis, 2017.

questionnaire was used in order to get the opinion of selected sample regarding the effect of task-based learning on the teaching of writing skills. It was found that students felt comfortable in task-based learning regarding their writing skills in the Public Sector University of Pakistan..²⁶

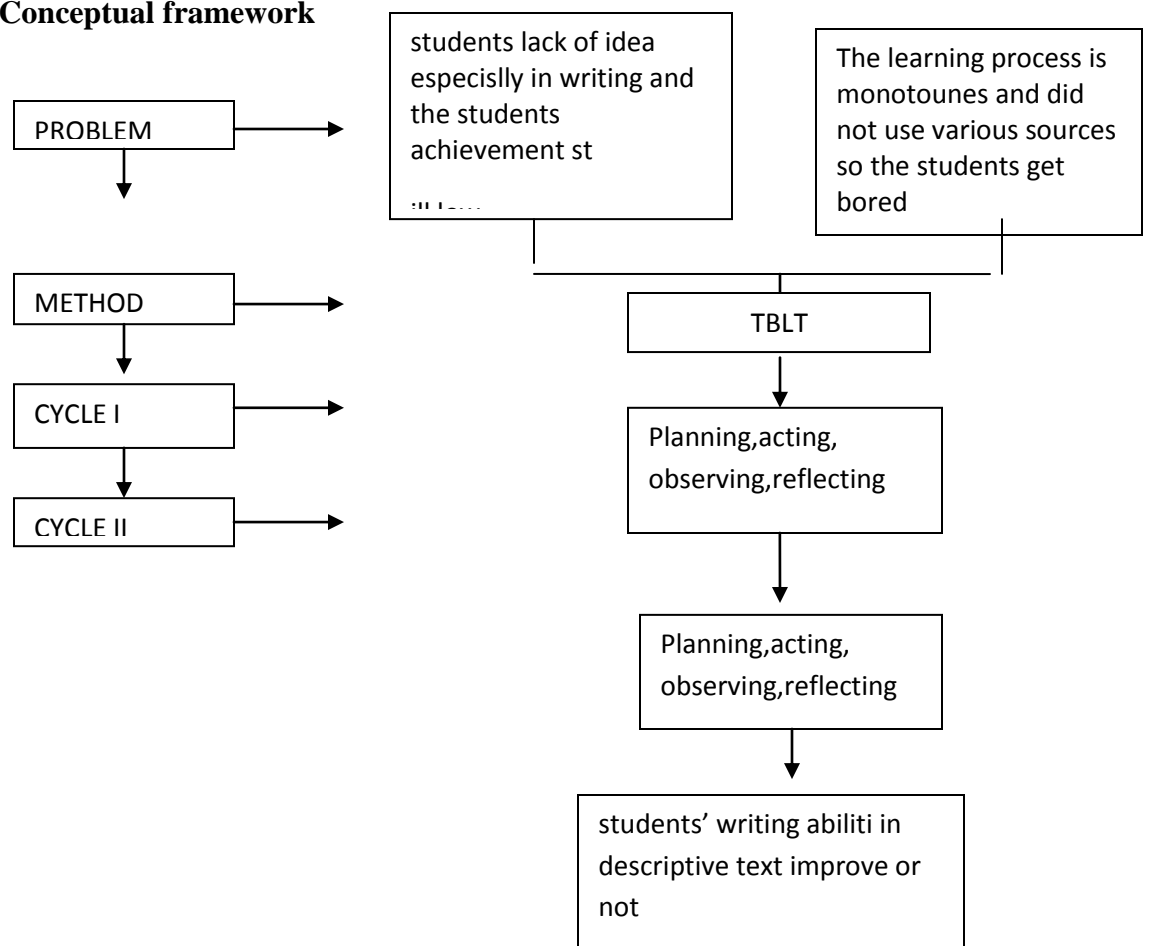
The last related findings is come from Kham Cheung Lee, this study is significant for the professional development and training of English language teachers as it reveals and describes the discrepancies that exist between the teachers' perceptions and practices. Some factors that contributed to such discrepancies were beyond the teachers' control, *e.g.*, students' learning motivation and the 'washback' effect from public examinations, *etc.* As both students and teachers expressed their preference for TBLT, further studies of implementation strategies of school-based TBLT are desirable..²⁷

Base on related findings above this method can improve the students' writing ability. Thus the researcher though Task Based Language Teaching method can improve writing ability. Then this research will do by researcher to add the kind of the researches before. The researcher want to solve students' writing problem in order improving students' writing ability in descriptive text by using task based language teaching.

²⁶Mehwish Naudhani, *The Impact of The Task Based Learning on The Teaching of Writing Skills of EFL learners in Pakistan*, ELK Asia Pacific Journal Of Social Science volume 3 issue 2, 2017.

²⁷Kham Cheung Lee, *a Case Study Of Task Based Language Teaching (TBLT) a Hongkong Secondary School*, unpublished Thesis, 2008

C. Conceptual framework



Conceptual frame work is necessary use to show a certain assumption about research topic in order to arrange or organize the research problem, resolution, and it is evident criteria.

The research problem are the students have difficulty to express their idea in writing descriptive text, then the students result writing descriptive text still low, and they get bored when they study descriptive text. To solve the problem, the researcher conducted classroom action research by using task based language teaching, researcher would do reflection to analyze in the classroom whether task based language teaching improve or not

D. Hypothesis of the Action

The hypothesis is needed to show the researcher's thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that: "Task Based Language Teaching can improve students' writing descriptive text ability at the first grade students of SMA N 1 Batang onang.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used research designed by classroom action research (CAR). This classroom action research especially refers to discipline inquiry done by a teacher with the intent that the research inform and change his or her practices in the future.

Classroom action research was part of a broad of movement that has been going on in education generally for some time. Actually, the main goal of classroom action research was only to improve one's teaching practice or to enhance the functioning of a school. Moreover the researcher use research design as follows action research spiral by Kemmis because this form was one of the best model as it summarise very succinctly the essential steps of the classroom action research process. The steps consist of planing, acting, observing, and reflecting:

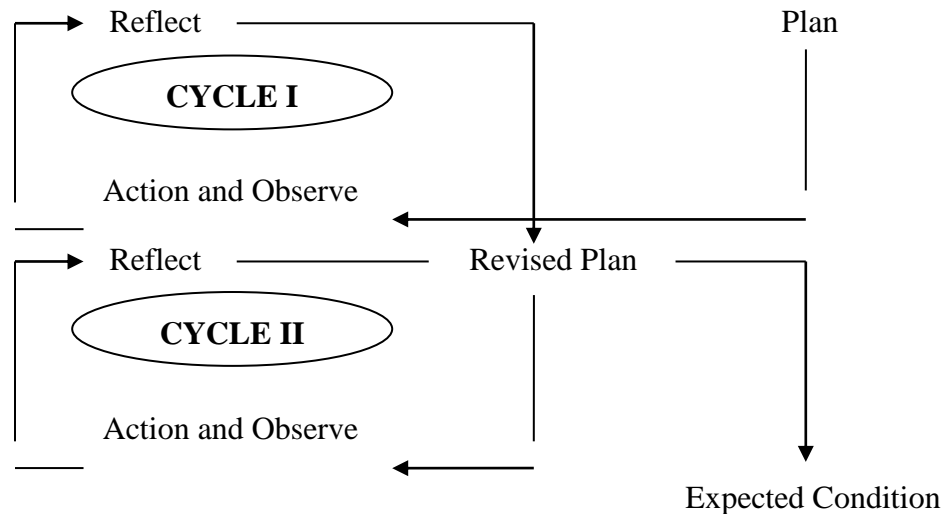


Figure 1 : Action Research Spiral by Kemmis¹

So, the limitation of each cycle done when students reach scores 75 as the standard quality of school (KKM) or upper of the standard quality of school (KKM). The cycles recured until the action of researcher had achieved a satisfactory outcome and it is time to stop.

This classroom action research conducted two cycle, each cycle consist of 90 minutes. So there were four meetings during research process. This classroom action research consist of four steps for each cycle. They are planning, acting, observing, and reflecting.

¹ Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 2

B. Place and Time of the Research

This research conducted at SMA N 1 Batang Onang. It is located in Pintu Padang village. It has done from the October 2017 up to acc on 9 October 2018.

C. The Participants of the research

The research conducted at first grade of SMA N 1 Batang Onang as the population . Then sample is X MIA 2. They consist of 30 students. They are chosen because the researcher has find the problem in their class.

D. Instrument of Collecting the Data

This research utilized several instrument in collecting the data. observation and test, with the students, were the instruments used to collect the data from the participants.

1. Observation

The researcher use Observation sheet type field notes to gather the data. Researcher collected the data from the field. In the process of observing writing, reflecting on field notes, qualitative researcher engage in a process of envolving data analysis. The research observation is done by researcher directly to the location of the research to observe teaching learning process.

2. Test

The test is used by the researcher measured the students ability in writing descriptive text and also to find out any problems, weakness regarding the students' writing ability for each cycle. The result of the test can useful for the researcher to plan out what will be done for the next step or cycle.

The students tested based on the topic that the researcher has given on first meeting and giving time limitation is 90 minutes. The test have done four times. The test was essay test. Then at the first cycle on the first meeting, the students asked to create an idea and discussing with their group. Last meeting, the students will write the paragraph base on the topic that the researcher has given by individually. Value criteria, the researcher divided in to four criterias. They are the scores of grammar, vocabulary, mechanics, and form (organization). The highest score is 25 and the lowest score is line every criteria. Because the criteria of writing there are 4, so the highest score is 100 in all of criteria.

E. Techniques of Data Analysis

In technique of analyzing the data, the researcher used quantitative and qualitative data. The quantitative data was collected and analyzed by computing the mean score of students' writing ability which was found by test. The researcher applies the following formula:²

$$M = \frac{\sum f\bar{x}}{N} \times 100\%$$

Explanation:

M : The mean of the students

$\sum f\bar{x}$: The total score

N : The number of the students

The percentage of students' improvement in writing is analyzed by the following formula:³

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

Explanation:

P : the percentage of students who get the score 75

R : the number of students who get the score up 75

T : total numbers of students do test.

² Hartono, *Statistik: Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

³Zainal Aqib, et. al., *PTK untuk Guru SD, SLB, TK* (Bandung: CV. Yrama Widya, 2008), p.40.

F. Research Procedures

This action research had done for two cycles. Each cycle consist of two meetings. Each meeting consist of 90 minutes. So there are four meetings during research process. The cycle consist of four steps. They are planning, acting, observing and reflecting.

1) First Cycle

This cycle, the researcher conducted for two meetings. Every meeting will do consist of 90 minutes.

a) First Meeting

(1) Planning

- (a) Arranging the lesson plan.
- (b) Making learning planning approach that use task based language teaching
- (c) Discussing how task based method had done in teaching learning
- (d) Preparing all material that needed in teaching learning process, as: lesson plan, media and value criteria.

(2) Action

- (a) Explain the aim of the research to the students.
- (b) Explain task based language teaching to the students
- (c) Dividing the students in groups.

- (d) Giving learning material to students base on task base language teaching.
 - (e) Using task based language teaching to students in learning process.
 - (f) Giving limited discussion time 45 minutes for students to write a paragraph, each paragraph is five sentences.
 - (g) Monitoring every step that has been planning.
 - (h) Monitoring time allocation with all activity is done.
 - (i) Collecting the students' writing task result.
- (3) Observation
- (a) Observing the execution of task based language teaching.
 - (b) Observing students' writing skill.
 - (c) Observe the problems in the process of learning and giving solutions.
- (4) Reflection
- (a) Analyzing the finding during the observation has done
 - (b) Analyze the weakness and teacher progress that using task based language teaching.
 - (c) Reflecting on task base language teaching is used
 - (d) Reflecting on the teacher and students learning activity.
 - (e) Evaluating the data that get from the class and make any decisions for the next meeting.

b) Second Meeting

(1) Planning

- (a) Analyze the reflection result from first meeting and expand to be done in the next meeting
- (b) Prepare all material that needed. Make more a lesson plan. Then Prepare the medias that will be used in teaching learning activity. And make value criteria
- (c) Design the teaching writing descriptive through task based language teaching.

(2) Action

- (a) Giving explanation about descriptive text with the topic about description about people, place, or thing.
- (b) Organizing the group of students, each group consist 4 students minimally
- (c) Dividing the topic
- (d) Giving the information about the topic before the students write. So they can discuss with their friend.
- (e) Giving limited discussions time is 45 minutes for the students to write three paragraphs. Each paragraph consist 4 sentences minimally.
- (f) Monitoring the discussion.
- (g) Monitoring time allocation with the al activity is done.

(h) Collecting the students' writing result.

(3) Observation

(a) Monitoring the teaching learning by using task based language teaching

(b) Monitoring the students activity when writing descriptive text.

(c) Discussing the problem in process learning and giving solutions.

(4) Reflection

(a) Reflecting of task base language teaching that using in learning process

(b) Reflecting of teaching activity and students learning result that using task based language teaching

(c) Evaluating the data that get from the class and make any decisions for the next cycle.

2). Second Cycle

The second cycle conducted in two meetings too. Every meeting will be done for 90 minutes.

a) Third Meeting

(1) Planning

(a) Make lesson plan more.

- (b) Preparing another media that will be use in teaching learning process is about “My mother”.
- (c) Design a procedure teaching writing text trough task based language teaching.

(2) Action

- (a) Preparing class and greet when open the matter.
- (b) Organizing the group of students in groups, each group 4 or 5 students.
- (c) Order the students to create descriptive text with a topic base on the key word that researcher given. Than discuss it.
- (d) Giving limited discussions time is 45 minutes for students to write three paragraphs.
- (e) Monitoring the writing activity.
- (f) Monitoring time allocation with the all activity is done.
- (g) Collecting the students writing result.

(3) Observation

- (a) Monitoring the teaching learning by using task based language teaching.
- (b) Discussing the problem in learning process and giving solution.

(4) Reflection

- (a) Analyzing the finding during the observation is done.
- (b) Analyzing the weakness and teacher progress that using task based language teaching in teaching learning writing activity.
- (c) Reflecting of teaching activity and students learning result that using task based language teaching.
- (d) Evaluating or interpreting the data that getting from the class and make any decision for the next meeting.

b) Fourth Meeting

(1) Planning

- (a) Make analisis more the result of previous meeting.
- (b) Make lesson plan again. Then preparing all material that needed in teaching learning.(Media, value criteria).
- (c) Encoding the problem and progress on the learning process
- (d) Designing the third preparing base on the first meeting.

(2) Action

- (a)Preparing class for learning.
- (b)Give the topic about writing descriptive text and explain.

- (c) Giving the information about the topic before students write. So they can write correctly.
 - (d) Giving the limited discussions times is 45 minutes for students write three paragraphs, each paragraph is 5 sentences minimally.
 - (e) Monitoring the task based language teaching.
 - (f) Collecting the students' writing task.
- (3) Observation
- (a) Monitoring the teaching learning by using task base language teaching.
 - (b) Recording the different is being happen.
- (4) Reflection
- (a) Analyzing the weakness and teacher progress that using task based language teaching in teaching learning writing activity.
 - (b) Reflecting of teaching activity and students learning result that using task based language teaching.
 - (c) Evaluating or interpreting the data that getting from the students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents finding and discussion based on the analysis of the data collected from the implementation of Task Based Language Teaching Method to improve the students' writing descriptive text ability in two cycles. Related to research findings; the data were got from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far the students' writing descriptive text ability in this action research.

A. Research Findings

This part presented about the result that had found as long as the research and co-teacher had done in the classroom X MIA 2 SMA N 1 Batang Onang. The participants were the students of X MIA 2 SMA N 1 Batang Onang there were 30 students. It included about the improvement in learning writing descriptive text by using Task Based Language teaching, the students' activity while teaching and learning process, also the difficulties of the students in learning writing descriptive text. Researcher described those activities in cycle I and cycle II. The time of the research start from 10 august until 10 September 2018.

1. First cycle

The first cycle conducted in two meetings. The meeting had done for 2 x 45 minutes, so two meetings had done for 4 x 45 minutes or 180 minutes.

a. First meetings

1) First meeting

The first meeting of implementing Task Based Language Teaching for the cycle I was held on Friday, 10th August 2018. It had done in X MIA 2 Grade of SMA N 1 Batang Onang. The participants consist of 30 students.

Planning

a) Pre- task:

1. The researcher divided the student in pairs. They consist of four or five students in one group.
2. The researcher ordered the students to write descriptive text by Task Based.

b) Whilst:

The students wrote descriptive text by the researcher' guidance in vocabulary, form, mechanic, and grammar.

c) Post:

1. The researcher collected the students' task.
2. The researcher reviewed general mistaken of the students' writing descriptive text.
3. Teacher gave the explanation about good model of writing descriptive text.

Action

This meeting was done in 2 x 45 minutes. The time of explanation was 15 minutes, time of task 75 minutes and revise students writing. The action in the first meeting was done based on the lesson plan that had repair through task based language teaching. The researcher explained Present tense as a glance, and made the sample of the good sentence, because the students had to write descriptive text by using present tense. The topic was “ My Best Friend”. Task based was the method which used by researcher. It was done by giving a task about descriptive text to the students, the topic was “my mother”. Then the students divided in to four groups consist of five students for each group. The task was collected by the researcher, then corrected by the researcher and discussed it together.

Observation

Based on the observation result in first meeting could conclude that the students enthusiastic in teaching learning process. They gave good response about explanation which not understood. The researcher gave to the students chance or time to ask about the material and the researcher gave motivation to the students, so they could do task well.

Based on the result of observation, researcher found more the students' ability was low in form of writing and grammar. So for the next meeting, researcher taught about form and grammar.

Reflection

Based on the students' result was corrected, the value of students had been gotten was 40 minimally and 75 point maximally. The class mean was 57.16. So the students were complete study was 3 of 30 students and (10 %) and 27 of 30 students (90 %) were not complete. The progress and the weakness in those meeting could be seen as follow. In the progress there was 3 students can get the point ≥ 75 . That was known of the students adding that could write their ideas based on the topic and the criteria were given. Then the weakness were students were difficult to get the idea. Also they were not motivation in the lesson.

The improvement of students result study could be seen in the table below:

1. The students improvement in mean score:

Table 4.1
The Result of First Meeting on First Cycle

| Criteria of writing | Mean score | Total of students |
|----------------------------|-------------------|--------------------------|
| Grammar | 14.5 | 30 students |
| Vocabulary | 14.33 | 30 students |
| Mechanics | 14.16 | 30 students |
| Form | 9.1 | 30 students |

Based on the table above could conclude that the students' writing skill was enough. The score description above explained that mean score of grammar was 14.5, vocabulary was 14.33, mechanic was 14,16 and form was 9.1. The mean score of first meeting was 5.71. So there was students complete in study. There was got score 20 and 25 or the students' value was 40 points minimally and 75 points maximally. The students' score could seen in the chart below:

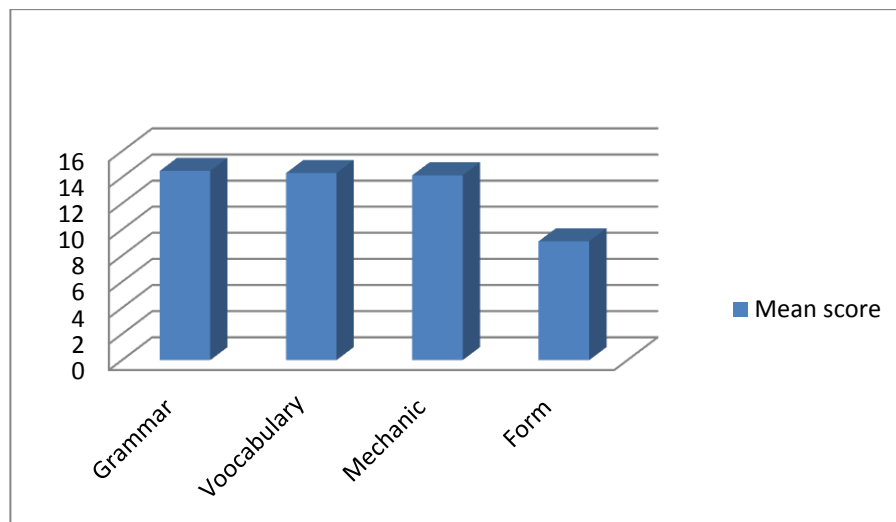


Figure 4.1: the chart of students score in 1st meeting

Based on the chart above, it showed that the students were low in form from the other criteria. So the research focused to explaining about form majority in the next meeting.

2. The percentage of students complete study

Table 4. 2
The improvement percentage of students complete the study in first meeting

| Test criteria | The students that complete the study | Total of students | The percentage of students that complete study |
|----------------------|---|--------------------------|---|
| First meeting | 3 students | 30 students | 10% |

Based on the table above could concluded that the students' result had been improved. That was 3 of 30 students (10%) were complete study and 27 of 30 students (90%) were not complete. The students' writing skill had been improved.

a. Second meeting**Planning**

The planning that had repaired improvement the students' writing in second meeting as below:

1) Pre- task

- a. Teacher divided the student in pairs or group. They consist of four or five students for each group.
- b. Teacher ordered the students to write descriptive text by task based.

2) Whilst:

The students wrote descriptive text by teacher' guidance in vocabulary, form, mechanic, and grammar. For this meeting the researcher focused on writing form of students and grammar.

3) Post :

- a. Teacher collected the students' task
- b. Teacher reviewed general mistaken of students writing descriptive text
- c. Teacher gave the explanation about good model of writing descriptive text.

Action

In this meeting was done in 90 minutes. The time of explanation was 20 minutes, time of task was 70 minutes and revise students writing. Based on the result in meeting before, the action that used in second meeting should be focused in form of writing and grammar. After teacher taught form of writing and grammar, teacher explained about description text. The first the researcher explained generic structure of descriptive text. The second, the researcher asked them whether they understood or not. The third, the researcher gave task about descriptive text. The topic was" My mother ". Its time was "70" minutes. The fourth, the researcher monitoring the students' writing activities had been done. So their writing activities more conductive and

effective. The fifth the researcher collected the students' task result. Finally, all students' writing were corrected by researcher and discussed it together.

Observation

The observation in the second meeting could concluded that the students' writing descriptive text had been improve. They more enthusiasts in teaching learning process. In this time, the students had difficulties in form of writing, mechanic, and grammar. So for the next meeting, the teacher focused in form of writing, mechanic, and grammar.

Reflection

Based on the students' task result was corrected, the result in the second meeting was 65 point minimally and 80 point maximally. The mean was 71. 33. So there were 9 of 30 students (30%) were complete study, and 21 of 30 (70%) students were not complete. The progress and the weakness in those meeting seen as below:

The progress, There was 9 students can get 75 until 80 point. That was known of the students adding from 3 students to be 9 students that could write their ideas based on the topic and criteria were given. The students can lead the task, so the writing activity more affective.

The weakness, some students didn't concentrate when following teaching learning process. Then there was still students did not get 75 point or not complete in study, it means that there were the students still was low in writing sentences. It was seen from the result of the students' task that was 21 (70 %) did not get 75 point or not complete the study. But the students' writing skill had improved; it was seen from the students' mean score in the second meeting.

1. The improvement of students' mean score in second meeting

Table 4.3
The Result of Second Meeting on First Cycle.

| Criteria of writing | Mean score | Total of students |
|----------------------------|-------------------|--------------------------|
| Grammar | 22.67 | 30 students |
| Vocabulary | 18.83 | 30 students |
| Mechanics | 17.5 | 30 students |
| Form | 14.0 | 30 students |

The score description second meeting above explained that mean score of grammar was 22.67, vocabulary was 18.83, mechanic was 17.5, and form was 14.0. Then mean score of second meeting was 71.33. The students' score could seen in the chart below:

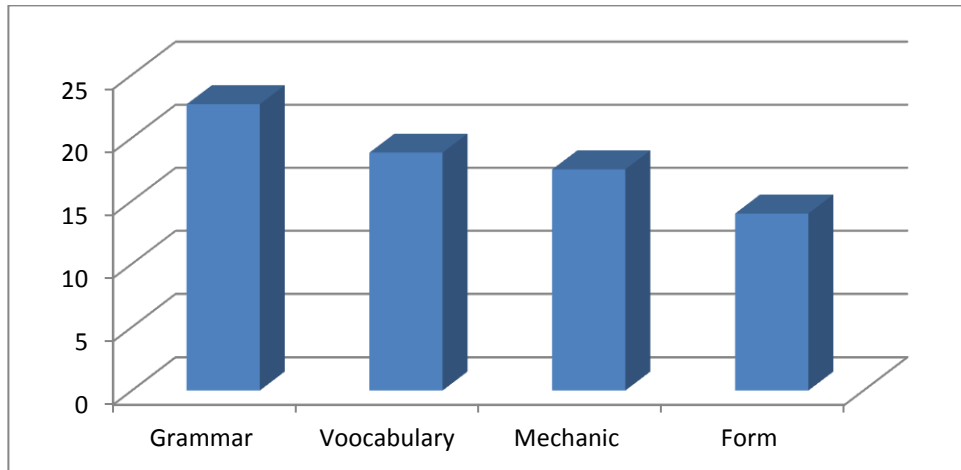


Figure 4.2: the chart of students mean score in 2nd meeting

Based on the chart above could be seen that students' grammar and vocabulary was high than mechanic and form. Then the vocabulary that the students used simple and familiar.

2. The students' percentage of complete study in second meeting

| Test criteria | The students that complete study | Total of students | The percentage |
|----------------------|---|--------------------------|-----------------------|
| First meeting | 3 students | 30 students | 10% |
| Second meeting | 9 students | 30 students | 33.33% |

Based on the table above could be conclude that the students result was improved from 3 students in first meeting to be 9 students in second meeting. The improvement was 6 students; it was same with 23.33%. Even though, the students' writing skill had been improve,

but it was still far from the research aim. So the research be continued in the next meeting on the second cycles.

b. Students' problem in cycle 1:

The problem came from the indicators of writing descriptive text directly. The researcher would identify the students' problems based on the indicators. So, the researcher and the English teacher used the indicators as the internal factor in this research. The researcher and the English teacher found that students had problems on each indicator such as grammar, vocabulary, vocabulary, and form while writing descriptive text.

a) Grammar

For the first cycle, based on the researcher observation the students' score in the content indicator from the maximal score 25 showed that, there was 6 student got score 25.16 students got score 20.8 student got score 15. It could be caught that the big part of the students got score 20, it was still low category from the maximal score in content indicator was 25.

Based on the interview had done in the class, DD, RS, ND mentioned that they confsuse in content criteria because they had so little ideas and did not know anymore about what should be written

in the text.¹ Eventhough there were students that did not reach the good score, the data had gotten showed that the ability of the students of X MIA-2 in the content indicator was good enough, but it still needed to be improved because some of the students in the classroom still did not reach the average score criteria.

b) Vocabulary

The result for the vocabulary indicator in cycle I found that, 5 students got score 25.16 students got score 20.6 students got score 15.3 students got score 10. The total number of students were 30. So, a big part of them reached the score 20 in vocabulary mastery from the complete score was 25.

The students' problem in this indicator was lack in mastering vocabulary. Based on the observation result that the researcher found toward the students writing result, there were some of the students wrote "long", "body big" to describe the phsycal apperence of body that should be written with the correct vocabulary one were "tall" and "fat". While the researcher interviewed some of the students, TA and LN mentioned that their difficulties in the vocabulary indicator because they used the word

¹Dinda Dewani Rossa And Nadia As Students At Grade X MIA 2 SMAN 1 Batang Oanag, *Private Interview* at August 12th 2018.

based on the dictionary directly and did not had any knowing about mastering vocabulary².

c) Mechanic

The data was gotten in mechanic indicator the result showed that 3 students got score 25.12 students got score 20.12 students got score 15.3 students got score 10. From all of the students it could be caught that many of the students got score 20 for vocabulary indicator. It was still low from the maximal score was 25.

Based on the interview with the students that still did not reach the good score, RH, ND, and NH mentioned that their difficulties in mechanics. Meanwhile, there were some of the students still made mistakes in using such punctuation and the using of capital letter to mention name or address. Based on the interview result, NP and LA mentioned, that they had few confusion in spelling because the writing system in Indonesian language was so different with English spelling.³

² Tondi Arnanda And Lisna Nasution As Students At Grade X MIA 2 SMAN 1 Batang Onang, *Private Interview* at August 12th 2018.

³ Rahul And Nadia, Nur Halimah As Students At Grade X S MIA-1 MAN 1 Batang Onang, *Private Interview* at August 12th 2018.

d) Form

The students mastering in grammar for the first cycle from the data found that, there were 3 students got score 20.18 students got score 15.9 student got score 10. It could be caught that, many of the students reached the average score were 15 from the maximal score 25.

Based on the interview, the influencing factors why was the student still got low average in grammar ability were, NP, ES, and MA did not understand well about simple present tense, students were still confuse in arranging the sentence which one to place first between adjective, noun or possessive pronoun also in placing the subject in the sentence.⁴

From the data had gotten through interview, it could be cathed that the students' problem in form indicator was confusing in arranging good sentence that made their sentence unstructured.

1) Second cycle

This cycle applied in to two meetings. Every meeting was done in 90 minutes. The time divided in to two were 20 minutes for teaching or explanation, and 70 minutes for doing task. That was to repair some

⁴ Nawati Putri, Elitha Sari And Muhammad Azhari As Students At Grade X -2 S MIA-1 S MA N 1 Batang Onang, *Private Interview* at August 12th 2018.

trouble or lack in first cycle. So the researcher should prepare a planning and action more maximally.

a. Third meeting

Planning

The planning that had repaired to improvement the students' writing in third meeting below:

1) Pre task

- a) Teacher divided the students to pairs or groups. They consist of three or four students for each group.
- b) Teacher ordered the students to write descriptive text by task based.

2) Whilst

The students wrote descriptive text by teachers' guidance in vocabulary, form, mechanic, and grammar. This meeting the teacher still taught form and mechanics of writing descriptive text.

3) Post

- a) Teacher collected the students' task.
- b) Teacher reviewed general mistaken of students' writing.
- c) Teacher explanation about good model of writing descriptive text.

Action

This meeting was done 90 minutes. The time of explanation was 25 minutes, time of task was 65 minutes and revise students writing. Based on the result on the first cycle, the action that used in third meeting was still TBLT, that was being used the time maximally in using task based language. Then, the motivation gave to students. Before the action had done, the researcher gave the explanation about all criteria as glance. After that the researcher explained about forms of writing and teacher explain about descriptive text. the topic was “ my best friend”. When the students written descriptive text about the topic was be done, the researcher monitoring every step that had been planning. Finally, the researcher collected the students’ result.

Observation

While the students began to write, researcher observed the students that they had gotten the improvement than the previous cycle. The researcher did not forget to ask them about their difficulties based on the interview in the first cycle. The students showed the improvement, where the students more calmly and even any question that they wanted to utter they just asked it to the researcher directly and it avoid annoying in the classroom.

The students were active in writing descriptive text. They could express their ideas freely. The students were enthusiastic in teaching learning process. After the students' task corrected, there were more mistaken in form. So for the last meeting, the teacher still taught about form and mechanics of writing.

Reflection

Based on the students' result task was corrected, so the result of third meeting in second cycle that the students got was 70 point minimally and 90 point maximally. The class mean score was 77.16. There were 16 of 30 students (53.33%) are complete the study, and 14 of 30 students (46,67%) are not complete. The progress and the weakness in those meeting were the progress; There was 16 students can get 75 until 90 point. That was known of the students adding from 9 students to be 14 students that could their ideas based on the topic and criteria were given. Then many students could lead the task, so the writing activity more effective. Also, they were motivated in studying the lesson. It could be seen by their response during the teaching learning process. They could use the time of task more effectively.

The weakness; perhaps of students was still low in write the sentence. It was seen from the result of students' task. That was 14 Of 30 students (46.67%) did not get 75 point or not complete the study. But the students' writing skill had improved; it was seen from the students' means

score in first meeting until third meeting that was explained in the table below:

Table 4. 5
The result of third meeting

| Criteria of writing | Mean score | Total of students |
|---------------------|------------|-------------------|
| Grammar | 21.5 | 30 students |
| Vocabulary | 20.5 | 30 students |
| Mechanics | 19.0 | 30 students |
| Form | 16.17 | 30 students |

Based on the table above could conclude that students' writing skill had been improved. The score description of third meeting on second cycle above explained that mean score of grammar was, 21.5, vocabulary was 20.5, mechanics was 19.0, and form was 16.16. The mean score of third meeting was 7716. The students' score could be seen in the chart below:

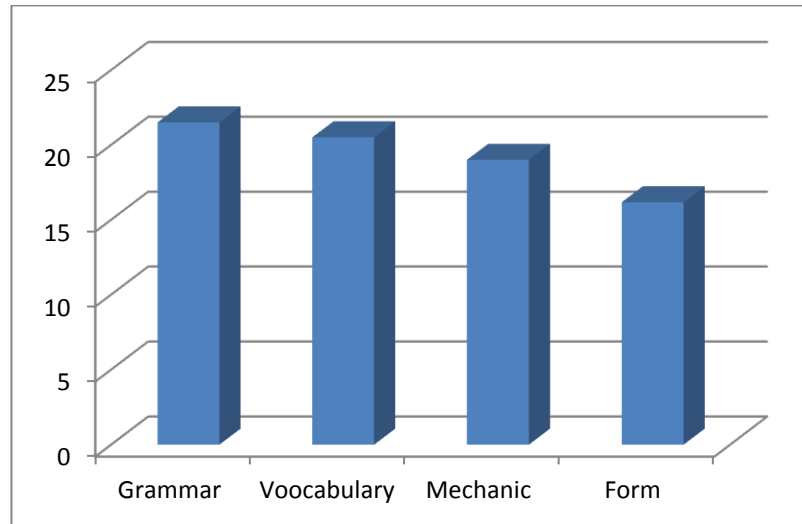


Figure 4.3: The Chart Above Students Mean Score In 3rd Meeting

Based on the chart above could be seen that all criteria had improved from meeting before.

Table 4.6
The improvement percentage of students complete the study

| Test criteria | The students that complete the study | Total of students | The percentage of students complete the study |
|----------------|--------------------------------------|-------------------|---|
| First meeting | 3 students | 30 students | 10% |
| Second meeting | 9 students | 30 students | 33.33% |
| Third meeting | 16 students | 30 students | 53.33% |

Based on the table above could be conclude that the students' result was improved from 9 students in second meeting to be 16 students in third meeting. The improvement was 7 students (23%). Even though, the students' writing skill had been improve, but it was still far from the researcher aim. So the researcher be continue to the forth meeting.

b. Fourth meeting**Planning**

The planning that had repaired to improvement the students' writing in the fourth meeting as follows:

1. Pre – task
 - a. Teacher divided the students in pairs or groups. They consist four or five students for each group.
 - b. Teacher ordered the students to write descriptive text by task based.
2. Whilst:

The students write descriptive text by teacher guidance in vocabulary, form, mechanic, structure and grammar,

3. Post:
 - a. Teacher collected the students' task.
 - b. Teacher reviewed general mistaken of the students' writing.
 - c. Teacher explained about good model of writing descriptive text.

Action

The action of fourth meeting on second cycle was done based on the lesson plan that had repair through Task Based Language Teaching. In this meeting was done in 90 minutes. The time of explanation was 25 minutes, and time of task was 65 minutes and revise students writing. Then the researcher gave motivation to the students. Then the researcher explained about grammar and descriptive text. Then the teacher taught

generic structure of descriptive text. The topic was "My Best Friend". Then the researcher monitored the students' writing activity. Finally task was collected.

Observation

The students were an active in writing. They could express their idea freely. The students were enthusiastic in teaching learning process. They focused in writing the task as individually, and bravery in giving opinion. In the other hand, they could use the time of task more effectively.

Reflection

Based on the students result was corrected, so the result the fourth meeting in the second cycle that the students got was 70 point minimally and 90 point maximally. The class mean score was 80,83. There were 22 students (73.33%) complete the study and 8 (26.77%) of 30 students not complete the study. It could be conclude that the students result improved from the third meeting.

The progress and the weakness in those meeting were seen below;

The progress, the task based language can improve the students' writing skill. Then all the students got good point was 70 until 90 point. They were motivated in studying the lesson. It could be seen by their response during the teaching learning process. The students could use time

more effectively. The information of student improvement could be seen from the table below:

Table 4.7
The improvement of students mean score in the fourth meeting

| Criteria of writing | Mean score | Total of students |
|---------------------|------------|-------------------|
| Grammar | 22.67 | 30 students |
| Vocabulary | 20.67 | 30 students |
| Mechanics | 20.5 | 30 students |
| Form | 17.00 | 30 students |

So from the table above, the researcher could conclude that the mean score of grammar was 22.67, vocabulary was 20.67, mechanic was 20.5, and form was 17.00. The mean score of fourth meeting was 80.83. The students score could be seen in the chart below:

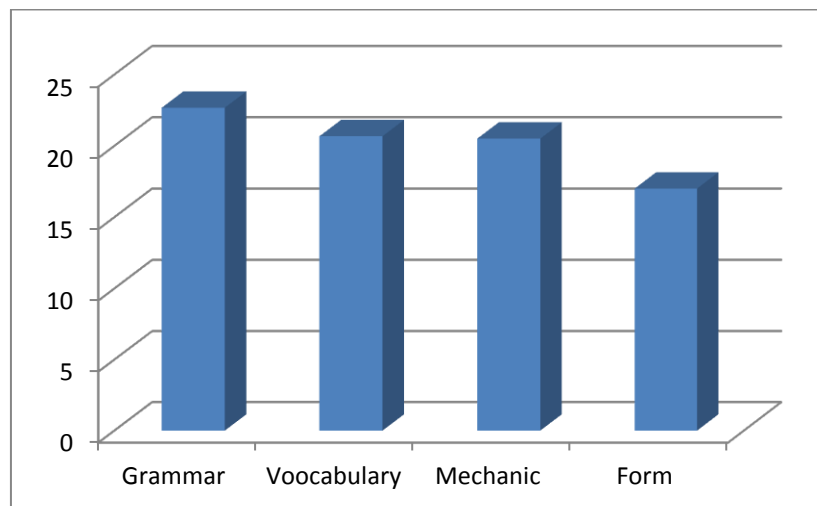


Figure 4.4 The Chart of Students mean 's Score In 4th Meeting

Based on the chart above could be seen that task based language could improve the students' score in all criteria. It could be seen from the students' score was ≥ 20 .

d. Problems and solutions in cycle 2

From the result finding had done in the first cycle, the students' problem had been solved by several problem solvings that the researcher had applied in the second cycle as follow:

Table 4.8
Problem and Solution of I in Cycle II

| No | Indicator of writing | Problems | Solution |
|----|----------------------|---|--|
| 1 | Grammar | <ul style="list-style-type: none"> The students did not understand well about simple present tense, students were still confuse in arranging the sentence which one to place first between adjective, noun or possessive pronoun also in placing the subject in the sentence | <ul style="list-style-type: none"> The researcher discussed together with the students about the grammar or arranging sentene at once while making example together. The students were instructed to filled out the identifying card about the using of preposition that would be useful for them while making the text about the place. |
| 2 | Vocabulary | <ul style="list-style-type: none"> The students' difficulties in the vocabulary indicator | <ul style="list-style-type: none"> While the students wrote |

| | | | |
|---|----------|---|---|
| | | <p>was because they used the word based on the dictionary directly and did not had any knowing about mastering vocabulary.</p> <ul style="list-style-type: none"> • There were some of the students wrote “long”, “body big” to describe the phsycal apperence of body that should be written with the correct vocabulary one were “tall” and “fat”. | <p>their writing draft the researcher came to the students and observe their vocabulary choice was it suitable or or not.</p> |
| 3 | Mechanic | <p>The students had few confusion in spelling because the writing system in indonesian language was so different with English words spelling</p> | <ul style="list-style-type: none"> • The researcher suggested to students to read and write anymore about English because it would help them to be more familiar with English language. |
| 4 | Form | <ul style="list-style-type: none"> • The students confsuse in content criteria because they had so little ideas and did not know anymore about what should be written in the text | <ul style="list-style-type: none"> • In the second cycle the researcher provided the pictures of the topic was meant to enlarge the students’ ideas and imaginations about what should be written in the text as the content of writing. |

e. The Comparative Result Of The Action

Based on the action above the result of the student' writing skill through task based language teaching could improve. It seen from the students' complete study in first cycle up to second cycle. It could be seen in the explaining in the table below:

Table: 4.9
The improvement of students' mean in first meeting up to fourth meeting

| Cycle | Meeting | Mean score | The percentage of students that complete study |
|----------------|-------------------------|-------------------|---|
| Cycle 1 | 1 st meeting | 5.16 | 10% |
| | 2 nd meeting | 73.33 | 33.33% |
| Cycle 2 | 3 rd meeting | 77.16 | 53.33% |
| | 4 th meeting | 80.83 | 73.33% |

Based o the data, it could be conclude that all of the students got improvement on their point mean. Although there was 8 (0.27%)students not complete but their result improved. There was high in mean score and the students' completeness study. In first meeting the students' mean was 5.16 (10%), the second meeting was 73.33 (33.33%), the third meeting was 77.16 (53.33%), and the fourth meeting was 80.83(73.33%). So task based language helped the student in writing activity.

Table 4.10
The comparative of percentage student's completeness study

| Meeting | The students that complete study | Total of students | Mean score | Percentage |
|-----------------|----------------------------------|-------------------|------------|------------|
| 1 st | 3 students | 30 students | 5.16 | 10% |
| 2 nd | 9 students | 30 students | 73.33 | 33.33% |
| 3 rd | 16 students | 30 students | 77.16 | 53.33% |
| 4 th | 22 students | 30 students | 80.083 | 73.33% |

Table 4.11
The comparative of students' mean in cycle 1 up to the cycle 2

| Cycle | Total Mean | Percentage |
|---------|------------|------------|
| Cycle 1 | 1.832,5 | 1.28% |
| Cycle 2 | 2.370 | |

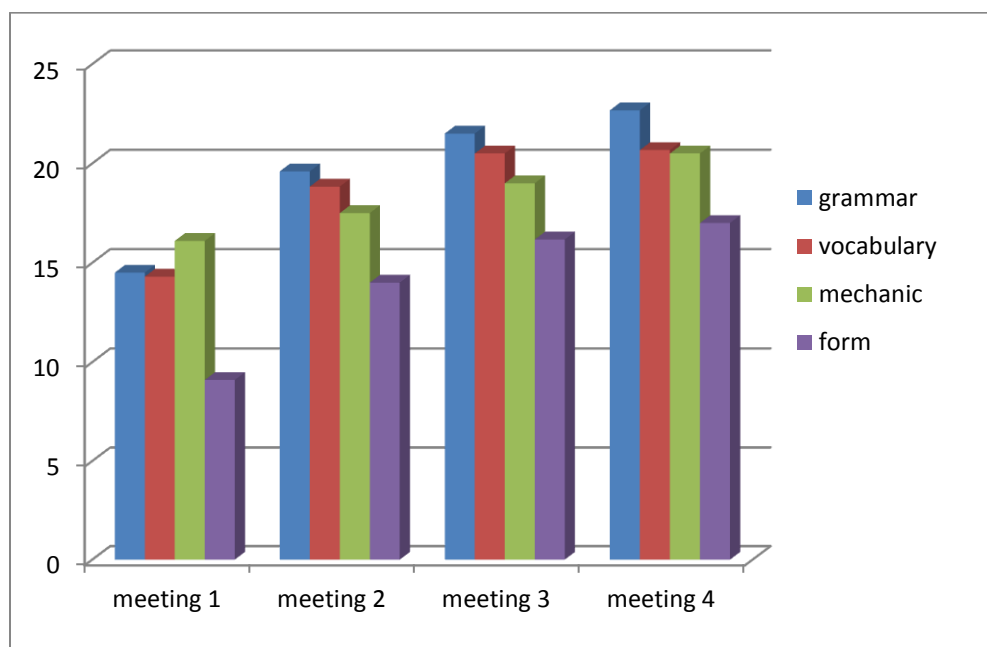


Figure 4.5: The improvement chart of the students in criteria of writing

Based on the chart above, it could conclude that the students ability in writing descriptive text by using task based language teaching was improved. Based on the indicator of writing started from cycle 1 up to the cycle 2, first indicator was grammar, the students' mean was got 14.5 in the first meeting, in the second meeting was 19.6, in third meeting was 21.5 and the last meeting was 22.67.

Second indicator was vocabulary, the students' mean score cycle one until to the second cycle was 14.3 in the first meeting, 18.83 was in the second meeting, 20.5 was in the third meeting, 20.67 was fourth meeting. Then third indicator was mechanic, the students got 16.10 in the first meeting, 17.5 was in the second meeting

B. Data Discussions

Based on the related finding the researcher discussed that the researcher finding has shown students writing ability improved well. It could be seen from the means' score and the percentage of the students' result. It also discussed to the theory that related to the TBLT.

In this case, the theory which has been discussed by the researcher was from David Nunan stated Task based language teaching is an approach to the design of language courses in which the point of departure is not ordered list of linguistics item, but a collection of task.⁵ It meant task based language

⁵ David Nunan, *Practical English Language Teaching* (USA: The Mcgrowhill Companies, 2003)p. 24.

teaching refers to an approach based on the use of the task as core unit of planning and instruction in language teaching.

Also the researcher adopted thesis from Indriani Hazaroh she stated the result showed that trustworthiness. The findings reveal that the students' writing ability improved through the use of Task-Based Language Teaching (TBLT). It was shown that the students were more enthusiastic and active in the teaching and learning process of writing. The students had more chances to explore their ideas and to choose their own words. In addition, the teacher also had a lot of opportunities to develop various activities.⁶

Another, article from Mehwish Naudhani. The research was qualitative in nature. In data collection, a five Likert scale questionnaire was used in order to get the opinion of selected sample regarding the effect of task-based learning on the teaching of writing skills. It was found that students felt comfortable in task-based learning regarding their writing skills in the Public Sector University of Pakistan.⁷

The last related findings Kham Cheung Lee, this study is significant for the professional development and training of English language teachers as it reveals and describes the discrepancies that exist between the teachers' perceptions and practices. Some factors that contributed to such discrepancies

⁶Indriani Hazaroh, *Improving Writing Ability Of Grade XII SMA N 1 Majenag Using Task Based Language Teaching (TBLT)* Unpublished Thesis, 2017.

⁷Mehwish Naudhani, *The Impact of The Task Based Learning on The Teaching of Writing Skills of EFL learners in Pakistan*, ELK Asia Pacific Journal Of Social Science volume 3 issue 2, 2017.

were beyond the teachers' control, *e.g.*, students' learning motivation and the 'washback' effect from public examinations, *etc.* As both students and teachers expressed their preference for TBLT, further studies of implementation strategies of school-based TBLT are desirable.⁸

From the review of related findings above, the researcher also found the result that Task Based Language Teaching improve the students ability in writing descriptive text at classromm X MIA 2 SMA N 1 Batang Onang. The result found during the research showed that the students enjoyed the lesson through Task Based Language Teaching. The learning activity was more comfortable for the students where they used the task to improved their writing ability. Finally the students writing ability improved significantly. The improvement mean score the of students' ability was 1.832.5, in the first cycle up to 2.370, the percentage was 1.28%.

C. The Threats of the Research

In conducting this research, the researcher found some threats along the teaching and learning process, they were:

1. Data of this research was objective because it was collected by the researcher's test in the classroom, interview and obeservation to the students' writing ability.

⁸Kham Cheung Lee, *a Case Study Of Task Based Language Teaching (TBLT) a Hongkong Secondary School*, Unpublished Thesis, 2008

2. Some students confused in descriptive text, they did not know how to make the good organization or grammar of the text and they were still lack in mastering vocabulary.
3. In teaching and learning process, the researcher tried to explain more about the descriptive text and about the indicators of writing, the researcher also always give motivations to the students.
4. It is advisable to use Task Based Language Teaching to help the students to know their mistakes each other and know which one that needed to be improve in their writing result.
5. Teacher should prepare the materials that appropriate to the students needs and interest in order to make the students are motivated in teaching and learning process especially in writing descriptive text ability. Then, finally in the end of research the researcher stated that, students' writing descriptive ability improved at classroom X MIA 2 SMA N 1 Batang Onang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of the research, so the hypothesis of this research is stated that: “Task Based Language Teaching can improve students’ writing descriptive text ability at the first grade students of SMA N 1 Batang onang, could accepted. After analyzing the data, it was found out that the students’ score increased from the first cycle up to the second cycle. It meant there was an improvement on the students writing skill by using task based language teaching it could be seen from the improvement of the students ’mean score.

B. The Suggestion

The researcher would give some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestion were:

1. .For the other resercher, this reserch was focused on implementing activities in Peer Feedback Technique for teaching and learning process of vriting. Specifically, this research concerns about the improving students’ wrtiing descriptive text ability by using Task Based Language Teaching. Therefore, the orther researcher may conduct the action research through Task Based Language Teaching also in the other aspects of study.

2. For the teacher, become the reference to teach writing even if it in the different kind of text. Task based language teaching is able to improve the student's ability in writing. Therefore, the researcher are suggested to apply various activities and strategies in Task Based Language Teaching to improve the quality of the English teaching and learning process.
3. For the students, it is hoped that by using Task Based Language Teaching the students more interested in studying writing.

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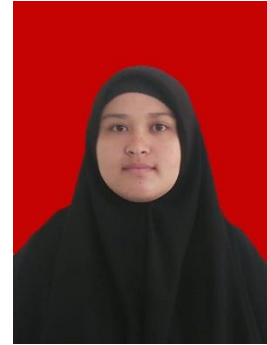
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CURRICULUM VITAE



A. Identity

Name : One Aini Hakim Harahap
Reg. Numb : 14 203 00108
Place / Birth : Pasarmatanggor/ 14 Desember 1995
Sex : Female
Religion : Islam
Address : Pasarmatanggor / Padang Lawas utara

B. Parents

Fathers' Name : TANDEAN HARAHAHAP
Mother's Name : LAILA HANDAYANI PULUNGAN

C. Educational Background

1. Elementary School : SDN No. 102590 Pasarmatanggor (2008)
2. Junior High School : SMP N 1 Batang Onang (2011)
3. Senior High School : SMA N 1 Batang Onang (2014)
4. Institute : IAIN Padangsidimpuan (2018)

APPENDIX I

Lesson Plan I (Cycle I)

| | |
|------------------|-------------------------------|
| School | : SMA N 1 Batang Onang |
| Subject | : English |
| Class/Semester | : X/First |
| Skill | : Writing |
| Type of the Text | : Descriptive Text |
| Theme | : My Favorite Place |
| Allocation Time | : 4 x 45 Minutes (2 Meetings) |

A. Standard of Competency:

Expressing the meaning in short and simple functional texts and essay in the form of descriptive in order to interact with the closest environment.

B. Basic Competence:

Expressing meaning in writing functional text using language variation accurately, fluently, and appropriately in order to interact with the closest environment.

C. Indicator:

1. Getting the main idea and concepts of descriptive text, especially describing person.
2. Completing descriptive text into meaningful text.
3. Understanding the using of simple present tense in the descriptive text.
4. Generating ideas of the things they want to write.
5. Producing descriptive text

D. Learning Objective:

At the end of the study, the students are expected to be able to make descriptive texts in their daily life.

E. Learning Material

Second Meeting

- a. Location: near, beside, behind, on the, at the, center, etc.
- b. Features: big, small, large, beautiful, clean, neat, etc.
- c. The example of descriptive text about the place description.

My School

My school State Senior high school of Batang oanang in Paluta. The location is at Pasarmatanggor village. (Identification).

My school is not so big but not so small also. It has 13 clean classrooms, 6 clean toilets, a laboratories, a mosque, a canteen, one library with many collection of books. There is a teacher room beside of the headmaster room. It has the large football field, volleyball field and basketball field in the front of my school. My school also has so many collection of beautiful flowers in front of every classroom.

The computer room is near by the library, it is so neat and clear with many computers there. Our sport hall is behind the mosque. There are notice boards behind the headmaster room and every class has unique decoration. It makes our school so beautiful and neat.

F. Sources/Material

Textbook, bold marker, white board, picture, dictionary, duster.

G. Teaching Learning Activity

1. Opening
 - a. Greeting and introducing.
 - b. Explaining the aim of the research.
 - c. Calls the roll of students.

2. Warming Up
 - a. Give the students motivation.

3. Main activity

- a. Pre-task activities; introduction to topic and task. It comprises clarifying the themes, objectives include recalling the students' knowledge or experiences related to the task.
- b. The task cycle, consists of three sub-stages. First, task stage; pairs or group of students perform the task while the teacher monitors, encourages, corrects, and helps students to complete it. Second, planning stage; students prepare draft report about how they did the task to the whole class for the sub-stage 3. Teacher suggests improvement, correct the language, suggest peer editing for clarity, accuracy and appropriateness for public presentation. It is chance for students to question about language item. And the last, report; ask pairs to report their work to the whole class. Teacher gives comments about the report without overt public correction.
- c. The language focus consists of two sub-stages. First, analysis; teacher set language-focused task based on the text or transcripts. And second, practice; activities made based on the language analysis work, or using examples from the text or transcript.

4. Closing

- a. Concluding the lesson
- b. Remind the students to learn at home.

5. Evaluation

The Instruction:

1. Write the description text about your favourite place!
2. Choose what place that you want to describe by choose the picture:
 - a. My School
 - b. My House
3. Write into two paragraphs and consist of minimum 5 sentence for eachs paragraph!

Indicators of the writing score.

| Content | Proficiency description | | | |
|--------------------------------|--------------------------------|-----------|-----------|-----------|
| | 1 | 2 | 3 | 4 |
| Grammar | 25 | 20 | 15 | 10 |
| Vocabulary | 25 | 20 | 15 | 10 |
| Mechanic | 25 | 20 | 15 | 10 |
| Form (organization) | 25 | 20 | 15 | 10 |

Maximum score: 100

Students Score: $\frac{\text{Students mean score}}{\text{Maximum Score}} \times 100$

Maximum Score.

$$x = \frac{\sum x}{N} \times 100\%$$

Where \bar{x} : The mean of the students.

$\sum x$: the total score.

N : the number of the students.

APPENDIX 2

Test cycle I

The Instruction:

1. Write down a text description about your mother !
2. Write in to three paragraphs minimally!

Writer :

Class :

✓ Identification:

✓ Description:

Researcher

One Aini Hakim Harahap
Nim :1420300108

validator

Riska Juliati Sihombing
NIP. 19810730 200604 2005

APPENDIX 3

Lesson Plan (Cycle II)

| | |
|------------------|--------------------------------|
| School | : SMA N 1 Batang Onang |
| Subject | : English |
| Class/Semester | : X/First |
| Skill | : Writing |
| Type of the text | : Descriptive Text |
| Theme | : My Best Friend |
| Allocation time | : 4 x 45 Minutes (2 meetings) |

A. Standard of Competency:

Expressing the meaning in short and simple functional texts and essay in the form of descriptive in order to interact with the closest environment.

B. Basic Competence:

Expressing meaning in writing functional text using language variation accurately, fluently, and appropriately in order to interact with the closest environment.

C. Indicator:

1. Getting the main idea and concepts of descriptive text, especially describing person.
2. Completing descriptive text into meaningful text.
3. Understanding the using of simple present tense in the descriptive text.
4. Generating ideas of the things they want to write.
5. Producing descriptive text.

D. Learning Objective:

At the end of the study, the students are expected to be able to make descriptive texts in their daily life.

E. Learning Material

- a. The definition of Descriptive Text
- b. Descriptive Text Example.

My Best friend

I have a lot of friends in my class, they are Dewi, Ilham, Irfan, Dini etc, but my closest friend is Dewi. She is 15th years old. She (the part of Identification).

Dewi is my classmate, she is so pretty and cute. Her skin is white. She has black eyes with tick eyebrows. She always uses a veil in her head to cover up her hair and chest. Her flat nose makes her so beauty. Although, Dewi is not so tall, she has a fat body. She looks more beautiful when she is smiles. (the part of description).

F. Sources/Material:

Textbook, bold marker, white board, picture, dictionary, duster.

G. Teaching Learning Activity

1. Opening
 - d. Greeting and introducing.
 - e. Explaining the aim of the research.
 - f. Calls the roll of students.
2. Warming Up
 - b. Give the students motivation.
3. Main Activity
 - a. In the first cycle, the researcher applied task based language learning in teaching writing.
 - b. Then researcher make planning in this cycle.
 - c. The teacher gives a problem to the students as free test.
 - d. The teacher give the topic about description text about 'my mother'.
 - e. The teacher explain how to do writing descriptive text.
 - f. The teacher collects all the students' writing task.

- g. The teacher ask to student to present their ideas.
4. Closing
- c. Concluding the lesson
 - d. Remind the students to learn at home

H. Evaluation

The Instruction:

- 4. Write a text description about your best friend!
- 5. Write into two paragraphs and consist of minimum 5sentence for eachs paragraph!
- 6. Give comments to your peer writing result in the first draft!

Indicators of the writing score.

| Content | Proficiency description | | | |
|------------------------|-------------------------|----|----|----|
| | 1 | 2 | 3 | 4 |
| Grammar | 25 | 20 | 15 | 10 |
| Vocabulary | 25 | 20 | 15 | 10 |
| Mechanic | 25 | 20 | 15 | 10 |
| Form (organization) | 25 | 20 | 15 | 10 |

Maximum score: 100

Students Score: $\frac{\text{Students mean score}}{\text{Maximum Score}} \times 100$

Maximum Score.

$$x = \frac{\sum xX}{N} 100\%$$

Where x : The mean of the students.

$\sum x$: the total score.

N : the number of the student

APPENDIX I

Lesson Plan I (Cycle I)

| | |
|------------------|-------------------------------|
| School | : SMA N 1 Batang Onang |
| Subject | : English |
| Class/Semester | : X/First |
| Skill | : Writing |
| Type of the Text | : Descriptive Text |
| Theme | : My Favorite Place |
| Allocation Time | : 4 x 45 Minutes (2 Meetings) |

H. Standard of Competency:

Expressing the meaning in short and simple functional texts and essay in the form of descriptive in order to interact with the closest environment.

I. Basic Competence:

Expressing meaning in writing functional text using language variation accurately, fluently, and appropriately in order to interact with the closest environment.

J. Indicator:

6. Getting the main idea and concepts of descriptive text, especially describing person.
7. Completing descriptive text into meaningful text.
8. Understanding the using of simple present tense in the descriptive text.
9. Generating ideas of the things they want to write.
10. Producing descriptive text

K. Learning Objective:

At the end of the study, the students are expected to be able to make descriptive texts in their daily life.

L. Learning Material

Second Meeting

- d. Location: near, beside, behind, on the, at the, center, etc.
- e. Features: big, small, large, beautiful, clean, neat, etc.
- f. The example of descriptive text about the place description.

My School

My school State Senior high school of Batang oanang in Paluta. The location is at Pasarmatanggor village. (Identification).

My school is not so big but not so small also. It has 13 clean classrooms, 6 clean toilets, a laboratories, a mosque, a canteen, one library with many collection of books. There is a teacher room beside of the headmaster room. It has the large football field, volleyball field and basketball field in the front of my school. My school also has so many collection of beautiful flowers in front of every classroom.

The computer room is near by the library, it is so neat and clear with many computers there. Our sport hall is behind the mosque. There are notice boards behind the headmaster room and every class has unique decoration. It makes our school so beautiful and neat.

M. Sources/Material

Textbook, bold marker, white board, picture, dictionary, duster.

N. Teaching Learning Activity

- 6. Opening
 - g. Greeting and introducing.
 - h. Explaining the aim of the research.
 - i. Calls the roll of students.

- 7. Warming Up

c. Give the students motivation.

8. Main activity

a. Pre-task activities; introduction to topic and task. It comprises clarifying the themes, objectives include recalling the students' knowledge or experiences related to the task.

b. The task cycle, consists of three sub-stages. First, task stage; pairs or group of students perform the task while the teacher monitors, encourages, corrects, and helps students to complete it. Second, planning stage; students prepare draft report about how they did the task to the whole class for the sub-stage 3. Teacher suggests improvement, correct the language, suggest peer editing for clarity, accuracy and appropriateness for public presentation. It is chance for students to question about language item. And the last, report; ask pairs to report their work to the whole class. Teacher gives comments about the report without overt public correction.

c. The language focus consists of two sub-stages. First, analysis; teacher set language-focused task based on the text or transcripts. And second, practice; activities made based on the language analysis work, or using examples from the text or transcript.

9. Closing

e. Concluding the lesson

- f. Remind the students to learn at home.

10. Evaluation

The Instruction:

7. Write the description text about your favourite place!
8. Choose what place that you want to describe by choose the picture:
 - c. My School
 - d. My House
9. Write into two paragraphs and consist of minimum 5 sentence for eachs paragraph!

Indicators of the writing score.

| Content | Proficiency description | | | |
|--------------------------------|-------------------------|-----------|-----------|-----------|
| | 1 | 2 | 3 | 4 |
| Grammar | 25 | 20 | 15 | 10 |
| Vocabulary | 25 | 20 | 15 | 10 |
| Mechanic | 25 | 20 | 15 | 10 |
| Form (organization) | 25 | 20 | 15 | 10 |

Maximum score: 100

Students Score: $\frac{\text{Students mean score}}{\text{Maximum Score}} \times 100$

Maximum Score.

$$x = \frac{\sum xX}{N} 100\%$$

Where x : The mean of the students.

$\sum x$: the total score.

N : the number of the students.

APPENDIX 4

Test cycle II

The instruction:

1. Write the description text about your favourite place!
2. Choose in your writing sheet what place that you want to describe by choose the picture
 - a. My school
 - b. My house
3. Write into three paragraphs and each paragraph consist 4 sentences minimally.

Writer :

class :

✓ Identification:

✓ Description:

Researcher

One Aini Hakim Harahap
NIM: 14 20300108

2005

Nim :1420300108

validator

Riska Juliati Sihombing
NIP. 19810730 200604

APPENDIX 7**Students' score in the first meeting**

| No | Students | grammar | vocabulary | mechanics | form | score |
|-----------|-----------------|----------------|-------------------|------------------|-------------|--------------|
| 1 | AG | 20 | 15 | 15 | 10 | 60 |
| 2 | ALS | 25 | 20 | 10 | 15 | 70 |
| 3 | AZ | 15 | 10 | 15 | 20 | 60 |
| 4 | DA | 20 | 10 | 15 | 15 | 60 |
| 5 | DDS | 15 | 15 | 20 | 10 | 60 |
| 6 | DR | 20 | 25 | 15 | 10 | 70 |
| 7 | ES | 15 | 20 | 15 | 10 | 60 |
| 8 | LA | 15 | 10 | 15 | 10 | 50 |
| 9 | EN | 15 | 10 | 10 | 15 | 50 |
| 10 | MA | 10 | 10 | 10 | 10 | 40 |
| 11 | MF | 15 | 15 | 10 | 10 | 50 |
| 12 | MS | 20 | 15 | 15 | 10 | 60 |
| 13 | ND | 15 | 15 | 10 | 10 | 50 |
| 14 | NHN | 15 | 10 | 15 | 10 | 50 |
| 15 | NH | 10 | 10 | 10 | 10 | 40 |
| 16 | NP | 15 | 10 | 15 | 10 | 50 |
| 17 | NS | 10 | 10 | 10 | 10 | 40 |
| 18 | RH | 15 | 15 | 10 | 10 | 50 |
| 19 | RS | 20 | 15 | 10 | 15 | 60 |
| 20 | RM | 15 | 10 | 20 | 15 | 60 |
| 21 | RSN | 25 | 20 | 20 | 10 | 75 |
| 22 | RAP | 15 | 15 | 20 | 10 | 60 |
| 23 | RLP | 25 | 20 | 20 | 10 | 75 |
| 24 | SDS | 20 | 15 | 15 | 10 | 60 |
| 25 | SHS | 25 | 25 | 20 | 10 | 75 |
| 26 | TAS | 15 | 10 | 20 | 15 | 60 |
| 27 | UTH | 25 | 20 | 15 | 10 | 70 |
| 28 | VAS | 15 | 10 | 10 | 15 | 50 |

| | | | | | | |
|----|-----|----|----|----|----|-------------|
| 29 | WDS | 10 | 15 | 10 | 15 | 50 |
| 30 | WHS | 15 | 10 | 10 | 15 | 50 |
| | | | | | | 1715 |

APPENDIX 8

Students' score in the second meeting

| No | students | grammar | vocabulary | mechanics | form | score |
|----|----------|---------|------------|-----------|------|-------|
| 1 | AG | 20 | 20 | 15 | 15 | 70 |
| 2 | ALS | 25 | 20 | 15 | 15 | 75 |
| 3 | AZ | 15 | 10 | 20 | 20 | 65 |
| 4 | DA | 20 | 15 | 20 | 15 | 70 |
| 5 | DDS | 20 | 20 | 20 | 10 | 70 |
| 6 | DR | 20 | 25 | 15 | 15 | 75 |
| 7 | ES | 15 | 20 | 15 | 15 | 65 |
| 8 | LA | 20 | 20 | 15 | 10 | 65 |
| 9 | EN | 15 | 20 | 20 | 15 | 70 |
| 10 | MA | 20 | 20 | 20 | 10 | 70 |
| 11 | MF | 15 | 20 | 20 | 15 | 70 |
| 12 | MS | 20 | 25 | 20 | 15 | 80 |
| 13 | ND | 15 | 15 | 10 | 15 | 65 |
| 14 | NHN | 15 | 20 | 20 | 15 | 70 |
| 15 | NH | 15 | 10 | 20 | 10 | 65 |
| 16 | NP | 20 | 10 | 20 | 10 | 70 |
| 17 | NS | 20 | 15 | 15 | 15 | 65 |
| 18 | RH | 20 | 20 | 15 | 15 | 70 |
| 19 | RS | 25 | 15 | 10 | 15 | 75 |
| 20 | RM | 20 | 20 | 15 | 15 | 70 |
| 21 | RSN | 25 | 20 | 20 | 15 | 80 |
| 22 | RAP | 20 | 25 | 25 | 10 | 80 |
| 23 | RLP | 25 | 20 | 25 | 10 | 80 |

| | | | | | | |
|----|-----|----|----|----|----|-------------|
| 24 | SDS | 20 | 20 | 20 | 10 | 75 |
| 25 | SHS | 25 | 25 | 25 | 15 | 80 |
| 26 | TAS | 20 | 15 | 15 | 20 | 70 |
| 27 | UTH | 25 | 20 | 15 | 15 | 75 |
| 28 | VAS | 15 | 15 | 15 | 20 | 65 |
| 29 | WDS | 20 | 20 | 15 | 15 | 70 |
| 30 | WHS | 20 | 25 | 10 | 15 | 70 |
| | | | | | | 2140 |

APPENDIX 9

Students' score in the third meeting

| No | students | grammar | Vocabulary | mechanics | form | score |
|----|----------|---------|------------|-----------|------|-------|
| 1 | AG | 20 | 20 | 15 | 15 | 70 |
| 2 | ALS | 25 | 25 | 15 | 15 | 80 |
| 3 | AZ | 20 | 10 | 20 | 20 | 70 |
| 4 | DA | 20 | 20 | 20 | 15 | 75 |
| 5 | DDS | 20 | 20 | 15 | 15 | 70 |
| 6 | DR | 25 | 25 | 20 | 15 | 85 |
| 7 | ES | 20 | 20 | 15 | 15 | 70 |
| 8 | LA | 20 | 20 | 20 | 10 | 70 |
| 9 | EN | 15 | 20 | 20 | 20 | 75 |
| 10 | MA | 20 | 20 | 20 | 10 | 70 |
| 11 | MF | 15 | 20 | 20 | 15 | 70 |
| 12 | MS | 25 | 25 | 20 | 20 | 90 |
| 13 | ND | 20 | 20 | 15 | 15 | 70 |
| 14 | NHN | 20 | 20 | 20 | 15 | 75 |
| 15 | NH | 20 | 20 | 20 | 10 | 70 |
| 16 | NP | 20 | 20 | 25 | 10 | 75 |
| 17 | NS | 20 | 15 | 15 | 20 | 70 |
| 18 | RH | 20 | 20 | 15 | 15 | 70 |
| 19 | RS | 25 | 25 | 20 | 15 | 85 |

| | | | | | | |
|----|-----|----|----|----|----|------|
| 20 | RM | 20 | 20 | 15 | 15 | 70 |
| 21 | RSN | 25 | 25 | 20 | 15 | 85 |
| 22 | RAP | 20 | 25 | 25 | 20 | 90 |
| 23 | RLP | 25 | 20 | 25 | 20 | 90 |
| 24 | SDS | 25 | 20 | 25 | 15 | 85 |
| 25 | SHS | 25 | 25 | 20 | 15 | 85 |
| 26 | TAS | 20 | 15 | 20 | 25 | 80 |
| 27 | UTH | 25 | 20 | 20 | 20 | 85 |
| 28 | VAS | 20 | 15 | 15 | 20 | 70 |
| 29 | WDS | 25 | 20 | 15 | 15 | 75 |
| 30 | WHS | 25 | 25 | 20 | 20 | 90 |
| | | | | | | 2315 |

APPENDIX 10

Students score in the fourth meeting

| No | Students | grammar | vocabulary | mechanics | form | score |
|----|----------|---------|------------|-----------|------|-------|
| 1 | AG | 25 | 20 | 20 | 15 | 80 |
| 2 | ALS | 25 | 25 | 20 | 15 | 85 |
| 3 | AZ | 20 | 10 | 25 | 20 | 75 |
| 4 | DA | 25 | 20 | 20 | 15 | 80 |
| 5 | DDS | 20 | 15 | 20 | 15 | 70 |
| 6 | DR | 25 | 25 | 20 | 20 | 90 |
| 7 | ES | 25 | 20 | 20 | 15 | 80 |
| 8 | LA | 20 | 20 | 20 | 10 | 70 |
| 9 | EN | 20 | 20 | 20 | 20 | 80 |
| 10 | MA | 20 | 20 | 20 | 20 | 80 |
| 11 | MF | 15 | 20 | 20 | 15 | 70 |
| 12 | MS | 25 | 25 | 20 | 20 | 90 |
| 13 | ND | 20 | 20 | 15 | 15 | 70 |

| | | | | | | |
|----|-----|----|----|----|----|-------------|
| 14 | NHN | 25 | 25 | 20 | 15 | 85 |
| 15 | NH | 20 | 20 | 20 | 10 | 70 |
| 16 | NP | 20 | 20 | 25 | 15 | 80 |
| 17 | NS | 20 | 15 | 15 | 20 | 70 |
| 18 | RH | 25 | 20 | 20 | 15 | 80 |
| 19 | RS | 25 | 25 | 20 | 15 | 85 |
| 20 | RM | 20 | 20 | 15 | 15 | 70 |
| 21 | RSN | 25 | 25 | 25 | 15 | 90 |
| 22 | RAP | 25 | 25 | 25 | 20 | 95 |
| 23 | RLP | 25 | 20 | 25 | 20 | 90 |
| 24 | SDS | 25 | 20 | 25 | 20 | 90 |
| 25 | SHS | 25 | 25 | 25 | 15 | 90 |
| 26 | TAS | 20 | 20 | 20 | 25 | 85 |
| 27 | UTH | 25 | 20 | 25 | 20 | 90 |
| 28 | VAS | 20 | 15 | 15 | 20 | 70 |
| 29 | WDS | 25 | 20 | 15 | 15 | 75 |
| 30 | WHS | 25 | 25 | 20 | 20 | 90 |
| | | | | | | 2425 |

APPENDIX 11

Students' score in cycle 1

| No | students | grammar | vocabulary | mechanics | form | score |
|----|----------|---------|------------|-----------|------|-------|
| 1 | AG | 20 | 20 | 15 | 15 | 70 |
| 2 | ALS | 25 | 20 | 15 | 15 | 75 |
| 3 | AZ | 15 | 10 | 20 | 20 | 65 |
| 4 | DA | 20 | 15 | 20 | 15 | 70 |
| 5 | DDS | 20 | 20 | 20 | 10 | 70 |
| 6 | DR | 20 | 25 | 15 | 15 | 75 |
| 7 | ES | 15 | 20 | 15 | 15 | 65 |

| | | | | | | |
|----|-----|----|----|----|----|-------------|
| 8 | LA | 20 | 20 | 15 | 10 | 65 |
| 9 | EN | 15 | 20 | 20 | 15 | 70 |
| 10 | MA | 20 | 20 | 20 | 10 | 70 |
| 11 | MF | 15 | 20 | 20 | 15 | 70 |
| 12 | MS | 20 | 25 | 20 | 15 | 80 |
| 13 | ND | 15 | 15 | 10 | 15 | 65 |
| 14 | NHN | 15 | 20 | 20 | 15 | 70 |
| 15 | NH | 15 | 10 | 20 | 10 | 65 |
| 16 | NP | 20 | 10 | 20 | 10 | 70 |
| 17 | NS | 20 | 15 | 15 | 15 | 65 |
| 18 | RH | 20 | 20 | 15 | 15 | 70 |
| 19 | RS | 25 | 15 | 10 | 15 | 75 |
| 20 | RM | 20 | 20 | 15 | 15 | 70 |
| 21 | RSN | 25 | 20 | 20 | 15 | 80 |
| 22 | RAP | 20 | 25 | 25 | 10 | 80 |
| 23 | RLP | 25 | 20 | 25 | 10 | 80 |
| 24 | SDS | 20 | 20 | 20 | 10 | 75 |
| 25 | SHS | 25 | 25 | 25 | 15 | 80 |
| 26 | TAS | 20 | 15 | 15 | 20 | 70 |
| 27 | UTH | 25 | 20 | 15 | 15 | 75 |
| 28 | VAS | 15 | 15 | 15 | 20 | 65 |
| 29 | WDS | 20 | 20 | 15 | 15 | 70 |
| 30 | WHS | 20 | 25 | 10 | 15 | 70 |
| | | | | | | 2140 |

APPENDIX 12

Students score in the fourth meeting

| No | Students | grammar | vocabulary | mechanics | form | score |
|----|----------|---------|------------|-----------|------|-------|
| 1 | AG | 25 | 20 | 20 | 15 | 80 |

| | | | | | | |
|----|-----|----|----|----|----|-------------|
| 2 | ALS | 25 | 25 | 20 | 15 | 85 |
| 3 | AZ | 20 | 10 | 25 | 20 | 75 |
| 4 | DA | 25 | 20 | 20 | 15 | 80 |
| 5 | DDS | 20 | 15 | 20 | 15 | 70 |
| 6 | DR | 25 | 25 | 20 | 20 | 90 |
| 7 | ES | 25 | 20 | 20 | 15 | 80 |
| 8 | LA | 20 | 20 | 20 | 10 | 70 |
| 9 | EN | 20 | 20 | 20 | 20 | 80 |
| 10 | MA | 20 | 20 | 20 | 20 | 80 |
| 11 | MF | 15 | 20 | 20 | 15 | 70 |
| 12 | MS | 25 | 25 | 20 | 20 | 90 |
| 13 | ND | 20 | 20 | 15 | 15 | 70 |
| 14 | NHN | 25 | 25 | 20 | 15 | 85 |
| 15 | NH | 20 | 20 | 20 | 10 | 70 |
| 16 | NP | 20 | 20 | 25 | 15 | 80 |
| 17 | NS | 20 | 15 | 15 | 20 | 70 |
| 18 | RH | 25 | 20 | 20 | 15 | 80 |
| 19 | RS | 25 | 25 | 20 | 15 | 85 |
| 20 | RM | 20 | 20 | 15 | 15 | 70 |
| 21 | RSN | 25 | 25 | 25 | 15 | 90 |
| 22 | RAP | 25 | 25 | 25 | 20 | 95 |
| 23 | RLP | 25 | 20 | 25 | 20 | 90 |
| 24 | SDS | 25 | 20 | 25 | 20 | 90 |
| 25 | SHS | 25 | 25 | 25 | 15 | 90 |
| 26 | TAS | 20 | 20 | 20 | 25 | 85 |
| 27 | UTH | 25 | 20 | 25 | 20 | 90 |
| 28 | VAS | 20 | 15 | 15 | 20 | 70 |
| 29 | WDS | 25 | 20 | 15 | 15 | 75 |
| 30 | WHS | 25 | 25 | 20 | 20 | 90 |
| | | | | | | 2425 |

| Score (f) | Students (x) | F(x) |
|-----------|--------------|---|
| 10 | 4 | 40 |
| 15 | 15 | 225 |
| 20 | 6 | 120 |
| 25 | 2 | 50 |
| | 30 | 510 |
| | | $M = \frac{\sum fx}{N} = \frac{435}{30} = 14,5$ |

APPENDIX 13

Mean score cycle 1 first meeting

Grammar

vocabulary

| Score (f) | Students (x) | F(x) |
|-----------|--------------|---|
| 10 | 13 | 130 |
| 15 | 10 | 150 |
| 20 | 5 | 100 |
| 25 | 2 | 50 |
| | | $M = \frac{\sum fx}{N} = \frac{430}{30} = 14,3$ |

mecahanic

| Score (f) | Students (x) | F(x) |
|-----------|--------------|--|
| 10 | 12 | 120 |
| 15 | 11 | 165 |
| 20 | 7 | 140 |
| 25 | - | - |
| | | $M = \frac{\sum fx}{N} = \frac{425}{30} = 14,16$ |

Form

| Score (f) | Students (x) | F(x) |
|-----------|--------------|--|
| 10 | 20 | 120 |
| 15 | 9 | 135 |
| 20 | 1 | 20 |
| 25 | - | - |
| | | $M = \frac{\sum fx}{N} = \frac{275}{30} = 9,1$ |

Mean score cycle 1 Second meeting

grammar

| Score (f) | Students (x) | F(x) |
|-----------|--------------|---|
| 10 | - | - |
| 15 | 8 | 120 |
| 20 | 16 | 320 |
| 25 | 6 | 150 |
| | | $M = \frac{\sum fx}{N} = \frac{590}{30} = 19,6$ |

Vocabulary

| Score (f) | Students (x) | F(x) |
|-----------|--------------|--|
| 10 | 3 | 30 |
| 15 | 6 | 90 |
| 20 | 16 | 320 |
| 25 | 5 | 125 |
| | | $M = \frac{\sum fx}{N} = \frac{565}{30} = 18,83$ |

Mechanic

| Score (f) | Students (x) | F(x) |
|-----------|--------------|------|
| 10 | 3 | 30 |

| | | |
|----|----|---|
| 15 | 12 | 180 |
| 20 | 12 | 240 |
| 25 | 3 | 75 |
| | | $M = \frac{\sum fx}{N} = \frac{525}{30} = 17,5$ |

Form

| Score (f) | Students (x) | F(x) |
|-----------|--------------|---|
| 10 | 9 | 90 |
| 15 | 18 | 270 |
| 20 | 3 | 60 |
| 25 | - | - |
| | | $M = \frac{\sum fx}{N} = \frac{420}{30} = 14,0$ |

Mean score cycle 2 third meeting

grammar

| Score (f) | Students (x) | F(x) |
|-----------|--------------|---|
| 10 | - | - |
| 15 | 2 | 30 |
| 20 | 17 | 340 |
| 25 | 11 | 275 |
| | | $M = \frac{\sum fx}{N} = \frac{645}{30} = 21,5$ |

Vocabulary

| Score (f) | Students (x) | F(x) |
|-----------|--------------|------|
| 10 | 1 | 10 |
| 15 | 3 | 45 |
| 20 | 18 | 360 |
| 25 | 8 | 200 |

| | | |
|--|--|---|
| | | $M = \frac{\sum fx}{N} = \frac{615}{30} = 20,5$ |
|--|--|---|

Mechanic

| Score (f) | Students (x) | F(x) |
|-----------|--------------|---|
| 10 | - | - |
| 15 | 10 | 150 |
| 20 | 16 | 320 |
| 25 | 4 | 100 |
| | | $M = \frac{\sum fx}{N} = \frac{570}{30} = 19,0$ |

Form

| Score (f) | Students (x) | F(x) |
|-----------|--------------|--|
| 10 | 4 | 40 |
| 15 | 16 | 240 |
| 20 | 9 | 180 |
| 25 | 1 | 25 |
| | | $M = \frac{\sum fx}{N} = \frac{485}{30} = 16,17$ |

Mean score cycle 2 fourth meeting

grammar

| Score (f) | Students (x) | F(x) |
|-----------|--------------|--|
| 10 | - | - |
| 15 | 1 | 15 |
| 20 | 12 | 240 |
| 25 | 17 | 425 |
| | | $M = \frac{\sum fx}{N} = \frac{680}{30} = 22,67$ |

vocabulary

| Score (f) | Students (x) | F(x) |
|-----------|--------------|--|
| 10 | 1 | 10 |
| 15 | 3 | 45 |
| 20 | 17 | 340 |
| 25 | 9 | 225 |
| | | $M = \frac{\sum fx}{N} = \frac{620}{30} = 20,67$ |

Mechanic

| Score (f) | Students (x) | F(x) |
|-----------|--------------|---|
| 10 | - | - |
| 15 | 5 | 75 |
| 20 | 17 | 340 |
| 25 | 8 | 200 |
| | | $M = \frac{\sum fx}{N} = \frac{615}{30} = 20,5$ |

Form

| Score (f) | Students (x) | F(x) |
|-----------|--------------|--|
| 10 | 2 | 20 |
| 15 | 15 | 225 |
| 20 | 12 | 240 |
| 25 | 1 | 25 |
| | | $M = \frac{\sum fx}{N} = \frac{510}{30} = 17,00$ |

Students score cycle 1

| No | students | grammar | vocabulary | mechanics | form | Score |
|-----------|-----------------|----------------|-------------------|------------------|-------------|--------------|
| 1 | AG | 20 | 20 | 15 | 15 | 70 |
| 2 | ALS | 25 | 20 | 15 | 15 | 75 |
| 3 | AZ | 15 | 10 | 20 | 20 | 65 |
| 4 | DA | 20 | 15 | 20 | 15 | 70 |
| 5 | DDS | 20 | 20 | 20 | 10 | 70 |
| 6 | DR | 20 | 25 | 15 | 15 | 75 |
| 7 | ES | 15 | 20 | 15 | 15 | 65 |
| 8 | LA | 20 | 20 | 15 | 10 | 65 |
| 9 | EN | 15 | 20 | 20 | 15 | 70 |
| 10 | MA | 20 | 20 | 20 | 10 | 70 |
| 11 | MF | 15 | 20 | 20 | 15 | 70 |
| 12 | MS | 20 | 25 | 20 | 15 | 80 |
| 13 | ND | 15 | 15 | 10 | 15 | 65 |
| 14 | NHN | 15 | 20 | 20 | 15 | 70 |
| 15 | NH | 15 | 10 | 20 | 10 | 65 |
| 16 | NP | 20 | 10 | 20 | 10 | 70 |
| 17 | NS | 20 | 15 | 15 | 15 | 65 |
| 18 | RH | 20 | 20 | 15 | 15 | 70 |
| 19 | RS | 25 | 15 | 10 | 15 | 75 |
| 20 | RM | 20 | 20 | 15 | 15 | 70 |
| 21 | RSN | 25 | 20 | 20 | 15 | 80 |
| 22 | RAP | 20 | 25 | 25 | 10 | 80 |
| 23 | RLP | 25 | 20 | 25 | 10 | 80 |
| 24 | SDS | 20 | 20 | 20 | 10 | 75 |
| 25 | SHS | 25 | 25 | 25 | 15 | 80 |
| 26 | TAS | 20 | 15 | 15 | 20 | 70 |
| 27 | UTH | 25 | 20 | 15 | 15 | 75 |
| 28 | VAS | 15 | 15 | 15 | 20 | 65 |

| | | | | | | |
|----|-----|----|----|----|----|-------------|
| 29 | WDS | 20 | 20 | 15 | 15 | 70 |
| 30 | WHS | 20 | 25 | 10 | 15 | 70 |
| | | | | | | 2140 |

Students score cycle 2

| No | Students | grammar | vocabulary | mechanics | form | score |
|----|----------|---------|------------|-----------|------|-----------|
| 1 | AG | 25 | 20 | 20 | 15 | 80 |
| 2 | ALS | 25 | 25 | 20 | 15 | 85 |
| 3 | AZ | 20 | 10 | 25 | 20 | 75 |
| 4 | DA | 25 | 20 | 20 | 15 | 80 |
| 5 | DDS | 20 | 15 | 20 | 15 | 70 |
| 6 | DR | 25 | 25 | 20 | 20 | 90 |
| 7 | ES | 25 | 20 | 20 | 15 | 80 |
| 8 | LA | 20 | 20 | 20 | 10 | 70 |
| 9 | EN | 20 | 20 | 20 | 20 | 80 |
| 10 | MA | 20 | 20 | 20 | 20 | 80 |
| 11 | MF | 15 | 20 | 20 | 15 | 70 |
| 12 | MS | 25 | 25 | 20 | 20 | 90 |
| 13 | ND | 20 | 20 | 15 | 15 | 70 |
| 14 | NHN | 25 | 25 | 20 | 15 | 85 |
| 15 | NH | 20 | 20 | 20 | 10 | 70 |
| 16 | NP | 20 | 20 | 25 | 15 | 80 |
| 17 | NS | 20 | 15 | 15 | 20 | 70 |
| 18 | RH | 25 | 20 | 20 | 15 | 80 |
| 19 | RS | 25 | 25 | 20 | 15 | 85 |
| 20 | RM | 20 | 20 | 15 | 15 | 70 |
| 21 | RSN | 25 | 25 | 25 | 15 | 90 |
| 22 | RAP | 25 | 25 | 25 | 20 | 95 |
| 23 | RLP | 25 | 20 | 25 | 20 | 90 |

| | | | | | | |
|----|-----|----|----|----|----|-------------|
| 24 | SDS | 25 | 20 | 25 | 20 | 90 |
| 25 | SHS | 25 | 25 | 25 | 15 | 90 |
| 26 | TAS | 20 | 20 | 20 | 25 | 85 |
| 27 | UTH | 25 | 20 | 25 | 20 | 90 |
| 28 | VAS | 20 | 15 | 15 | 20 | 70 |
| 29 | WDS | 25 | 20 | 15 | 15 | 75 |
| 30 | WHS | 25 | 25 | 20 | 20 | 90 |
| | | | | | | 2425 |



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS
Jalan H.T. Rizal Nurdin Km 4,5 Sihitang 22733
Telepon 0634-22080 Faximile 0634-24022

Nomor : 87./ In.14/E.6a/PP.00.9/09/2017 Padangsidempuan, 25 September 2017
Sifat : Biasa
Lampiran : -
Hal : Pengesahan Judul dan Pembimbing skripsi

- Kepada Yth. Bapak/Ibu
1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Yusni Sinaga, S.Pd, M.Hum (Pembimbing II)
Di -
Padangsidempuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:


Nama/NIM : One Aini Hakim Harahap/14 203 00108
Fak/Jurusan : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)/Tadris Bahasa Inggris
Judul Skripsi : **Improving Students' Writing Ability in Descriptive Text by Using Task Based Language Teaching at SMA N 1 Batang Onang**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

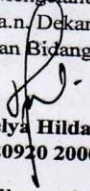
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Wakil Dekan Bidang Akademik

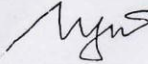

Dr. Lelya Hilda, M.Si
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Pernyataan Kesediaan sebagai Pembimbing

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Nomor : B - 1367 /In.14/E.4c/TL.00/08/2018

Hal : Izin Penelitian

Penyelesaian Skripsi.

7. Agustus 2018

Yth. Kepala SMA N 1 Batang Onang
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : One Aini Hakim Harahap
NIM : 1420300108
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris/Pendidikan Bahasa Inggris
Alamat : Pasarmatanggor

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Writing Ability in Descriptive Text by Using Task Based Language Teaching at SMA N 1 Batang Onang". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik



Dr. Ahmad Izzar Rangkuti, S.Si., M.Pd.
NIP. 19800413-200604 1 002

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 BATANG ONANG
Jln. BATANG ONANG KEC. BATANG ONANG – PASARMATANGGOR

SURAT KETERANGAN
Nomor : 421.3 / 157 / SMA.BTO.VIII. 2018

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Batang Onang Kabupaten Padang Lawas Utara, menerangkan bahwa :

| | |
|---------------|--|
| Nama | : ONE AINI HAKIM HARAHAHAP |
| N P M | : 1420300108 |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Program Studi | : Tadris/Pendidikan Bahasa Inggris |
| Alamat | : Pasarmatanggor, Kec.batang Onang Kab.Padang Lawas Utara |

Menindak lanjuti surat dari Institut Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. No.B-1367/In.14/E.4c/TL.00/08/2018, tanggal, 7 Agustus 2018. Tentang penyelesaian Skripsinya dengan judul "Improving Students Writing Ability in Descriptive Text by Using Task Based Language Teaching at SMA Negeri 1 Batang Onang".
Diterangkan bahwa nama tersebut diatas benar telah melaksanakan Riset/Penelitian di SMA Negeri 1 Batang Onang pada tanggal, 10 Agustus 2018.

Demikian surat keterangan ini diberikan kepadanya untuk dapat dipergunakan seperlunya.

Dikeluarkan di : Pasarmatanggor
Pada tanggal : 10 September 2018
Kepala SMA Negeri 1 Batang Onang


JALALUDDIN, S.Pd
Nip : 19590807 198403 1 005