

**TEACHERS' PERCEPTION OF USING THE TASK-BASED  
LEARNING IN TEACHING WRITING OF DESCRIPTIVE  
TEXT**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the  
Degree of Education Bachelor in English Language Education



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## THESIS STATEMENT

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*Assalamualaikum Wr. Wb.*

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*Wassalamu'alaikum wr. wb.*

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## **MOTTO**

Whatever you are, be a good one.

Educating the mind without educating the heart is no education at all.

(Aristotle)<sup>1</sup>

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<sup>1</sup> Mary Mayenfisch, Tobin. 2018. College Champittet. 25<sup>th</sup> October 2018.

## ABSTRACT

Title : Teachers' Perception of using the Task-Based Learning in Teaching Writing of Descriptive Text  
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The research aims to investigate the teacher's task-based learning in writing descriptive text in eighth-grade secondary school students. The students still have a problem in writing especially descriptive text. The study examines how the teacher conducts task-based learning in teaching writing, teaches some steps, and elaborates students' ability to write a descriptive text. The research used a qualitative approach because the data analyzed was descriptive phenomena such as words, sentences, and utterances. The data is collected from observation and interviews with the teacher. The analysis of the data was conducted through categorization, data display, and concluding. The subjects of this research are an English teacher and her students in eighth grade. The result of the study indicates that the implementation of task-based has many weaknesses in some aspects. The consuming time in doing the task is one of the matters. Students' use of mother tongue instead of the target language makes task-based learning not as expected. About the findings of the study, some suggestions were proposed. The English teacher should design tasks that will not consume more time so that task-based learning will be accommodated in a meeting. The student should speak in the target language, and task-based learning is implemented to reach the aim of this approach.

***Keywords:*** *Descriptive Text, Task-Based Learning, Teaching Writing.*

## **DEDICATION**

The final project is dedicated to:

1. My beloved parents (Warsito and Maisah) who always love me for who I am, always be there for me, pray for me, and give me full of support in finishing my study. Thank you for the effort and contribution in making my education run well and success.
2. My sister (Anjar Koesma Werdy Ningsih).
3. My grandmother (Sari'ah).
4. My big families.
5. My friends.

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim,*

Alhamdulillah, all praises to Allah who always gives His mercies and blessings so that the writer can finish creating this thesis. *Shalawat* and *salam* may be granted to our great prophet Muhammad SAW who has guided and acquainted Islam in the right way.

The researcher realizes that she could not complete this thesis without many people's support, cooperation, help, and encouragement. Therefore, by the honor of this, the researcher wants to say grateful to the honorable:

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2. Sayyidatul Fadlilah, S.Pd.I. M.Pd. as the head of English Department.
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7. All of my friends in PBI B 2014 who have struggled with me for more than 4 years to pass these tearful and cheerful years with wonderful memories.
8. The last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the researcher will happily receive constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amin.

Semarang, 16<sup>th</sup> December 2021

The Writer,



Septika Dwi Hastuti

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## CHAPTER I

### INTRODUCTION

In this chapter, the researcher discusses the introduction of the study. This chapter consists of six parts. They are research background, research questions, objectives of the research, previous researches, limitation of the research, and significances of the research.

#### A. Research Background

Language is utilized for some sort of purpose. Thus, it has many functions as well. Moreover, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skills have significance in improving the communicative competence of learning the language. Harmer explains the writing process is a way of looking at what people do to compose written text. The formula of good writing consists of pre-writing, writing, revising, editing. Those allow their works to emerge in a series that can be organized of manageable steps.<sup>2</sup>

Writing is a very complex activity because it needs many aspects, such as vocabulary, grammar, and ideas.<sup>3</sup> The students also must pay attention to the word structure, grammatical rules, etc. The

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<sup>2</sup> Jeremy Harmer, *How to Teach Writing.pdf*, 2004.

<sup>3</sup>Yin Ling Cheung, 'Teaching Writing,' *Research Gate*, 5. August 2016 (2016), 257–76 <<https://doi.org/10.1007/978-3-319-38834-2>>.

students also create the vocabulary to make various genres like narrative text, report text, procedure text, not only descriptive text.

A research conducted by Evan's Dwi Ardyana Putri entitled Teaching-Learning Process of Writing Descriptive text at the Eight Grade Students of MTs Negeri Gondangrejo in the Academic Year 2017/2018, there are problems faced by the teacher in teaching writing descriptive text; classroom management, the assumption by the students that English is difficult, and the teacher had to be slow in explaining and repeating the material because the students had less vocabulary. The problems faced by the student.

In the learning process of writing descriptive text are; lacking vocabulary, incorrect and unclear writing. So, the solution to the problems faced by the teacher such as; the teacher doesn't forget to give motivation to the students in learning English, always control the class by walker around in the classroom to check the students, and give a chance the students to ask the material that they do not understand. <sup>4</sup>

Teaching writing to junior high school students can be a little difficult at times. Junior high school students are often mature enough in writing. They have a genuine imagination that is easy to direct towards learning, but opening up in the junior high school classroom

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<sup>4</sup> Evan's Dwi Ardyana Putri, 'Teaching-Learning Process of Writing Descriptive Text at the Eight Grade Students of MTs Negeri Gondangrejo in the Academic Year 2017/2018' Under graduate thesis. (IAIN Surakarta, 2018) <<https://doi.org/10.1017/CBO9781107415324.004>>.

requires careful planning and a great classroom. Harmer says when helping students become better writers, the teacher has several crucial tasks to perform. It means that teachers have a very important role in teaching writing. They have to influence their students to be a good writer. To realize that, the teachers must do several tasks. They are *demonstrating, motivating, provoking, supporting, responding, and evaluating*.<sup>5</sup>

The teacher method greatly influences students learning how to write a descriptive text; it can make students more focused, more motivated to study and increase their new vocabulary and knowledge. When the teacher used more methods in learning, students were not bored and felt happy. Sometimes we found an error in writing descriptive text. They are difficult to distinguish between descriptive text and narrative text, even recount text.

Based on the condition, the teacher will implement the Task-Based Learning the teaching writing for junior high school students, which had become a burden for a teacher in SMP N 2 Boja to teach, so the students are hard to learn it. The researcher also investigated whether any modification in the implementation of Task-Based Learning in teaching English writing has impacted students' writing product in the context of the curriculum.

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<sup>5</sup> Harmer, *How to Teach Writing.pdf*.



There are many text types taught to junior high school students. One of them is descriptive text. Descriptive text is a kind of genre that describes something, place, or person in the form of text. One reason is that the students do not understand the generic structure and the limitation of using the grammatical structure.

In this case, the writer wants to talk about one of the writing skills, especially in descriptive text. There are so many misunderstandings happening in society and even by teachers at school because there is no need to learn writing. After all, writing is an inborn talent. Writing is a skill that everyone can learn.

#### **B. Research Questions:**

The problem of this research is focused on:

1. How is the implementation of task-based learning in teaching writing of descriptive text?
2. How is the teachers' perception of using task-based learning in teaching writing of descriptive text?

#### **C. Objectives of the Research**

The objectives of this research are:

1. To describe students writing skills on task-based learning.
2. To explain the teachers' perception of using task-based learning in teaching writing.

#### **D. Limitation of the Research**

This study was limited to SMP N 2 Boja Kendal. This research was to describe the teachers' method in teaching writing descriptive text. Therefore, the researcher chose the teacher as the participant of

the research because, in this research, the teacher plays a critical role. The analysis, findings, and conclusions of this research are based on data analysis from the participant.

#### **E. Significances of the Research**

The significance of the research will be distinguished into three significances, they are;

##### 1. Theoretical Significance

This research will give some useful information about the English teachers' method in teaching writing descriptive text. This research is expected to be used as a reference for other researchers to research the English teaching-learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers, and the results of this study may help the teacher improve their method in teaching writing.

##### 2. Pedagogical Significance

The result of the study will give information about an alternative teaching method that can be used to improve the students' ability to write a descriptive text.

##### 3. Practical Significance

The result of this is expected to give benefit to several circles as follows.

###### a. For students

The finding of the research can be used as a new reference to learning English, especially writing. They can

know kinds of teachers' methods, and they can choose one of the methods to comprehend the writing.

b. For the English teachers

The findings are expected to be a useful contribution that learners can transfer based on their characteristics. By considering each student may employ different methods in teaching writing, the teacher can take one of the methods in teaching writing to comprehend their students.

c. For the next researcher

This thesis will give some contribution and information for the next researchers about the method in writing used by the teacher at the eighth grade of SMP N 2 Boja Kendal. The result of the research is expected to give some contributions to students, teachers, and next researchers.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some related topics which are necessary for this final project. Those topics are an overview of

#### **A. Previous Research**

To support the research, the writer takes five relevant researchers as the previous study. Those researchers have several similarities and differences with the researcher' which could enhance the quality of the research itself. The first is **“Teachers’ Strategies in Teaching Speaking Skills and Students’ Perception toward Teachers' Strategies at An English Education Department.”**<sup>6</sup>

This research was proposed by Lina Safrianti in 2018. She found out there are four strategies for teachers in teaching speaking skills used by the teachers at the English Education Department of Universitas Muhammadiyah Yogyakarta. They are namely group discussion, brainstorming, group presentation, and role play. This research is focused on teachers' strategies, while my research is focused on teachers' method; the methods here are related to how the teacher implement the strategy.

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<sup>6</sup> Lina Safrianti, ‘Teachers’ Strategies in Teaching Speaking Skills and Students’ Perception toward Teachers’ Strategies at an English Education Department’ (Universitas Muhammadiyah Yogyakarta, 2018).

The second is **“The Implementation of Task-Based Learning in Teaching English in Indonesia: Benefits and Problems.”**<sup>7</sup>This journal is proposed by Muhammad Badrus Sholeh in 2020. He tried to know the benefits and problems of Task-Based Learning in teaching English. It has the same topic as the writers’, which is about the implementation of Task-Based Learning in teaching writing descriptive text. This research is focused on the teaching English, while my research is focused on teaching writing descriptive text.

The third is **“The Implementation of Task-Based Learning in Teaching Writing Descriptive text to the Junior High School.”**<sup>8</sup>This journal is proposed by Achmad Saifudin, Slamet Setiawan, and Syafi’ul Anam in 2020. They used a qualitative research study. They investigated the implementation of task-based learning conducted by the teacher in teaching writing the descriptive text for junior high school. The research mostly has the similarity to the researcher’s as the same concerns on implementing the task-based learning in teaching writing descriptive text. The difference to

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<sup>7</sup> Muhammad Badrus Sholeh. (2020). Implementation of Task-based Learning in Teaching English in Indonesia: Benefits and Problems. *Language Circle: Journal of Language and Literature*, 15(1), 1–9. <https://doi.org/10.15294/lc.v15i1.26004>

<sup>8</sup> Achmad Saifudin, Slamet Setiawan, & Syafi’ul Anam. (2020). The Implementation of Task Based Learning in Teaching Writing Descriptive text to the Junior High School. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 109–125. <https://doi.org/10.31539/leea.v4i1.1351>

the researcher's is taken eight-grade students while they research took seventh-grade students.

The fourth is **“Teachers’ Perceptions about Task-Based Language Teaching and its Implementation.”**<sup>9</sup> This journal is proposed by Nghia Trung Pham and Huan Buu Nguyen in 2018. They used a qualitative research study. They investigated the teachers’ perceptions about task-based learning. They did questionnaires and interviews to get the data, while my research focused on the teacher's interview.

The last is **“The Students’ Perception on the Implementation of Task-Based Learning in Improving Students’ Speaking skill.”**<sup>10</sup> This journal is proposed by Nurul Afifah in 2020. She investigated the students’ perception on the implementing of task-based learning. It has the same topic as the writers’, which is about the implementation of Task-based learning

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<sup>9</sup> Nghia Trung Pham, & Huan Buu Nguyen, (2018). *Teachers’ perceptions about Task-Based Language Teaching and its Implementation European Journal of Foreign Language Teaching Teachers’ Perceptions About Task-Based Language Teaching and its Implementation*. 3(2). <https://doi.org/10.46827/ejfl.v0i0.1619>

<sup>10</sup> Nurul Afifah & Baturaja, U. (n.d.). *The Students’ Perception on the Implementation of Task Based Learning in Improving Students’ Speaking Skill Trisilia Devana*.

in the teaching-learning. This research is focused on the students' perception while my research is focused on the teachers' perception.

## **B. Theoretical Review**

### **a. Writing**

#### **a.1 Definition of writing**

Writing is a medium of human communication, including expressing language with written symbols. The secretary system itself is not a human language. They are a means of bringing language into a form that can be reconstructed separately from others through time and space.

Writing is one of the important skills that language learners need to learn as a basic component for their educational practice and later in their professional life.

Yoeslina, cited in Nunan, defines writing as a complex cognitive activity in which the writer is demanded to demonstrate control of some variables simultaneously at the sentence level-included control of content, spelling, and letter formation and beyond the sentence structure and integrate formation into a cohesive and coherent paragraph and text.<sup>11</sup>

Harmer explains writing process is a way of looking at what people do to compose written text. The formula of good writing consists of pre-writing, writing, revising, editing.

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<sup>11</sup> Yoeslina Aulia Insani, 'An Analysis of Teaching Writing Method Used by the Teacher at the Eight Grade Students of " Program Khusus" in MTs N 3 Boyolali in the Academic Year 2018/2019' (IAIN Surakarta, 2019).

Those allow their works to emerge in a series that can be arranged of manageable steps.<sup>12</sup>

Byrne says that on one level, writing can be said to be the act of forming a symbol, making a mark on a flat surface of some kind. He also states that writing involves encoding a message of some kind that translates thoughts into language.<sup>13</sup>

From the definition above, it can be concluded that writing skill is a process to get knowledge about writing in language to compose written text. The formula of good writing consists of pre-writing, drafting, revising, editing and publishing.

## **a.2 Aspect of Writing**

To write something, a writer should consider the correctness of sentences and the correctness of the paragraph. Therefore, several aspects of writing should be considered. Evan's cited in Byrne mentions seven aspects of writing, as follows:

### a) Handwriting

Handwriting is writing with a writing instrument such as a ballpoint pen or pencil in your hand. Handwriting

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<sup>12</sup> Harmer, *How to Teach Writing.pdf*.

<sup>13</sup> Byrne.



includes print and typeface styles and is separate from formal calligraphy and writing. Each person's handwriting is unique and different, so it can be used to identify the author of the document.

Handwriting reinforces our reading and language processing skills. Writing by hand allows time to slow down the thought process enabling the writer to think about the words, how they are spelt, and the writing structure, all making the writer more adept at the language they are using.

This may be a problem for students unfamiliar with the Roman script: Far Eastern and Arabic-Speaking students.

#### b) Spelling

Spelling is a set of conventions that regulate using graphemes (writing system) to represent a language in its written form. In other words, spelling is the rendering of speech sound (*phoneme*) into writing (*grapheme*).

Usually, it may be more of a problem for the speakers of non-European languages. However, speakers of languages where the spelling and pronunciation are consistent.

#### c) Punctuation

Punctuation uses standard marks and signs in writing to separate words into sentences, clauses, and phrases to clarify meaning. The marks or signs are called punctuation marks. Punctuation marks are signals to readers. The

conventions of English capital letters and punctuation are not universal and might have been taught.

d) Sentence Construction

Sentence structure is the way a sentence is arranged grammatically. The sentence structure of your writing includes where the noun and verb fall within an individual sentence. Sentence structure depends on the language in which you're writing or speaking. The construction of sentences is grammatically correct, using the correct word order.

e) Organizing a text and paragraphing.

Organizing is Common formats for text structure include compare/contrast, cause and effect, and sequencing. Refers to how the information within a written text is organized. This strategy helps students understand that a text might present a main idea and details, a cause and then its effects, and different views of a topic. There are; dividing the information into a paragraph, knowing when to start a new paragraph, ordering the paragraph to present a logical argument to tell a story.

f) Text Cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader. Cohesion refers to the many ways (grammatical, lexical,

semantic, metrical, alliterative) in which the elements of a text are linked together. Cohesion differs from coherence in that a text can be internally cohesive but be incoherent that is, it makes no sense.

g) Register/style

The register is defined as the level of formality in a language determined by the context in which it is spoken or written. It can be formal or informal. Formal speech is proper, while informal speech is conversational or casual. Using language (structures and vocabulary) is appropriate to the formality and style of the text.<sup>14</sup>

**a. 3 Process of Writing**

Harmer says the writing process looks at what people do when they compose written text. The focuses of the writing process are not what the writers do in their writing. According to Harmer, there are four stages in the writing process.

a) Planning

Planning refers to using a deliberate and organized approach to tackling a writing task and includes a writer's first thoughts or basic ideas about the topic. Students

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<sup>14</sup> Evan's Dwi Ardyana Putri.

should ask themselves who their readers will be during the planning process and what the essay's purpose is.

This is the arranging phase of the writing process, when students conceptualize, study, accumulate and layout thoughts, frequently utilizing outlines for mapping their contemplations. Audiences and purpose should be considered now, and for the more established students, a working theory articulation should be begun. When arranging, authors need to consider three primary issues; the reason for their composition, experienced writers think about the audience they are composing for, writers have considered the substance structure of the piece.

b) Drafting

The drafting refers to writing the words of the paper. As part of the writing process, you will write multiple drafts of your paper. Each rough draft improves upon the previous one. The final draft is simply the last draft that you submit.

Students structure their underlying creation by recording every one of their thoughts in an organized way to reveal a particular idea or present an argument. The audience and purpose should be finished.

c) Editing (Reflecting and Revising)

When writers have produced a draft, they, at that point, as a rule, read through what they have written to see where

it works and where it doesn't. Writers review, adjust and concede their work by rearranging, adding, or erasing content and making the tone, style, and substance reasonable for the intended audience. Maybe the request for the data is not clear, or the way something is ambiguous or confusing. They may utilize an alternate types of words for a specific sentence. The objective of this period of the composing procedure is to upgrade the draft and make the composing clearer and more interesting to the readers.

Reflecting and revising are often helped by other readers or editors who comment and make suggestions. Another reader's response to a piece of writing will help the author to make appropriate revisions.

d) Final version

When writers have edited their draft, making the changes they consider to be necessary, they produce their last form. This may appear impressively unique from both the first arrangement and the main draft because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.<sup>15</sup>

The final draft is what you will hand in as the completed paper. If you are writing an examination, the

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<sup>15</sup>Harmer, *How to Teach Writing.pdf*.

final draft may be your handwritten answers once you have had a chance to read over them quickly and make corrections. If you are writing under other circumstances, you will have more time to produce a final draft, so it will probably look more finished and formal.

By the time you write the final draft, your writing should look fairly polished. Choppy sentences, poor or nonexistent transitions between paragraphs, grammar and spelling errors, and other characteristics of a first draft should all disappear. In addition, your final draft should incorporate comments you have received and changes you want to make based on your evaluation.

Before you turn in your final draft, you should read what you have written through at least once more. Suppose you find something wrong with your paper at the last minute; attempt to correct it before handing it in. Check with your teacher before making minor corrections with a black pen on the final paper. If your paper has too many corrections, you know it needs another revision.

At this point, you can use the following assessment checklist for your final draft. This checklist is briefer than the previous assessment during the drafting phase. You may, however, use either one to your benefit. Your evaluation should determine how well your writing assignment achieved its purposes.

#### **a.4 Problem of Writing**

Writing is a difficult activity for most students, both in the mother tongue and foreign languages, especially English. Evan's cited Halliday states that there are the writing problems as follows:

##### **a) Psychological Problem**

Speech is the natural and normal medium of communication for us in most circumstances. It accustoms us both in the mother tongue and in a foreign language to having someone physically present when we use language and to getting feedback of some kind. On the other hand, writing is essentially a solitary activity, and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, the learners make the act of writing difficult.

##### **b) Linguistic Problem**

Oral communication is sustained through a process of interaction. Speech is normally spontaneous, and we have little time to pay attention either to organize our sentence structure or connect our sentence. We repeat, backtrack, expand, and depend on how people react to what we say. Incomplete and even ungrammatical utterances usually go unnoticed. In writing, we have compensation for the absence of these features: we have to keep the channel of communication open through our efforts and to ensure, both

through our choice of sentence structure and by the way our sentences are linked together and sequenced, and the next, we produce the oral communication can be interpreted on its own.

c) Cognitive Problem

Writing, on the other hand, is learning through a process of instruction. We have to master the written form of the language and learn certain structures that are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas to be understood by a reader who is not present and perhaps by a reader who we do not know.<sup>16</sup>

The problem in writing is not only in psychology and linguistics but in cognitive too. In this study, the researcher is inclined to the linguistics problem because of grammar and the structure in English.

**a.5 Purpose of Writing**

According to McMahan et al. in Evan's mention, the purposes of writing are as follows:

- a) To express the writer's feeling

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<sup>16</sup> Evan's Dwi Ardyana Putri.



The writer wants to express his feelings and thoughts in written forms, like a diary or a love letter. It is what is so-called expressive writing.

- b) To entertain the readers.

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called literary writing.

- c) To inform the readers.

It is used to give information or explain something to readers. It is a kind of informative writing.

- d) To persuade the readers.

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.<sup>17</sup>

In addition, Byrne in this book *Teaching Writing Skill* says about the purpose of writing. It is helpful to keep in mind some of the many uses we are likely to make of writing. On a personal level, people use writing to make a note of something, for example shopping list, and diaries, etc, and use it to keep records of things to be remembered. Writing is also used to send messages in the forms of letters, memos, and many kinds of writing are use to deliver the messages from one to others.<sup>18</sup>

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<sup>17</sup> Evan's Dwi Ardyana Putri.

<sup>18</sup> Byrne.

## **b. Teaching**

### **b.1 Definion of Teaching**

Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their learning, individually and collectively.

Brown explains teaching is guiding and facilitating students to learn. It means that teaching not only transferring the information to the students but the teacher also must teaching attitude for students. This definition implicity stated that teaching and learning process will run well if there is any interaction between the teacher and the learners.<sup>19</sup>

In addition, Evan's cited in Mulyono explains teaching is an interactive process done by students and the environment in order that human/students behavior changes to be better.<sup>20</sup>

From the explanation above, the researcher concludes that teaching is an interactive process between the teacher and the learners in which the role of the teacher are helping, guiding, and facilitating students to learn and develop their knowledge. Teaching is not merely transferring knowledge to

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<sup>19</sup>H.Douglas Brown, *Principles of Language Learning and Teaching, System*, 1981, ix <[https://doi.org/10.1016/0346-251x\(81\)90016-6](https://doi.org/10.1016/0346-251x(81)90016-6)>.

<sup>20</sup> Evan's Dwi Ardyana Putri.

students. Teaching helps students learn and develop their knowledge.

## **b.2 Aspect of Teaching**

There are some aspects of teaching is the Educational purpose of the program, syllabus, material of teaching, method of teaching process, media of teaching and the evaluation system. Such as:

### a) The Educational Purpose of the Program (Goal)

As one of formal components of curriculum in language teaching, the role of goal is very central. Goal acts as a general sign post in language programs, in language curriculum goals are usually general statements of the intended outcomes of a language program. Goal is usually formulated by the course designer and programs planners.

Yoeslina cited in Richard states that goal is directed to fulfill the social demand which always develop. Goal statements refer to elements of the program that are actually going to address by instructions. Goals can be used as a basic for developing more specific description of the intended outcome of the instructional objective.

### b) Syllabus

A syllabus is a document that outlines all the essential information about a college course. It lists the topics you will study and the due dates of any coursework, including

tests, quizzes, or exams. Your professors will give you a syllabus for each of your college classes.

Yoeslina cited Widdowson states that the syllabus is simply a framework within activities which can be carried out: a teaching devices to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather that points of reference from which bearing can be taken. While Richard states that syllabus design is concerned with the choice and sequencing of instructional content. In language teaching, the syllabus is traditionally the starting point in planning a language program, rather than an activity that occurs midway in the process.

#### c) Material of Teaching

Instructional materials, also known as teaching/learning materials (TLM), are any collection of materials, including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

Most people associate the term “language learning material” with course book, because the materials are their main experience in teaching process. Teaching materials are the resources that are used by a teacher to deliver the instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. These

materials play a large role in making accessible knowledge to a learner and can encourage a students to engage with knowledge in different ways.<sup>21</sup>

d) Method of Teaching Process

Method as an overall plan for systematic presentation of language based upon a selected approach. An approach is axiomatic whereas a method is procedural. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specific.

Brown states that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles, behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety contexts.<sup>22</sup>

e) Media of Teaching

Generally, teaching media mean all tools which the teacher may use to deliver teaching material to students in the teaching-learning process to reach certain learning goals. There are three media types, e.g. visual media, audio

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<sup>21</sup> Evan's Dwi Ardyana Putri.

<sup>22</sup> H.Douglas Brown, *Teaching by Principles, Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

media, and audiovisual media. These types can be used in teaching and learning as the instructional aid to bring all students into comprehending the subject.

Media can make easy the interaction of teacher and learners, more effective in the time, and can make relation between students self more be good.

f) The Evaluation System

Evaluation provides a systematic method to study a program, practice, intervention, or initiative to understand how well it achieves its goals. Evaluations help determine what works well and could be improved in a program or initiative. Program evaluations can be used to demonstrate impact to funders.

Evan's cited in Richard argues that evaluation may be concerned with how teachers, learners, and the materials interact in classroom, and how teachers and students perceive the programs, goals, materials and learning experience.<sup>23</sup>

**b.3 Problems in Teaching**

Yoeslina cited in Hamalik adds two dimensions of teaching problems, they are component dimension and interaction among components. The components here are learning goals, teacher, teaching plan, teaching media, learning strategies, and teaching evaluation.

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<sup>23</sup> Evan's Dwi Ardyana Putri.

Tirtahardjo and Sulo cited in Arif give some problems at school especially in teaching:

- g) The achievement of the goal is partially and diverge that it should;
- h) Curriculum problems including its concept and implementation, curricular and extracurricular, and its flexibility;
- i) Teacher, role, image, and quality problem.<sup>24</sup>

#### **b.4 Reason for Teaching Writing**

The most important reason for teaching writing is because it is a basic of language skill. Harmer states there are four reasons to teach writing to students of English as foreign language:

- a) Reinforcement

Reinforcement is a tool in the hands of a teacher and involves teachers encouraging students' responses using verbal praise, accepting their responses or using non-verbal cues like a smile, nods, etc. The skill of reinforcement implies providing positive reinforcers at an appropriate interval.

Some students get language in an essentially oral way, but most of them advantage greatly from seeing the

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<sup>24</sup>Insani.

language written down. Students frequently find it useful to write sentence using new language shortly after they have studied it.

b) Language Development

The real process of writing helps students to learn as they go along. The mental activity they have to go through in order to construct proper written texts is all part of the learning experience.

c) Learning Style

A learning style refers to an individual's method of making sense of new material, commonly done through sight, touch and sound. Although not as frequently used as the last three, taste and smell can still be effective when aiming to solidify ideas in our brain.

Writing is suitable for learners who like to take longer time at picking up language just by looking and listening. It can also be a peaceful reflective activity instead of the rush and trouble of interpersonal face-to-face communication.

d) Writing as Skill

Teaching writing is a basic language skill just as important as speaking, listening, and reading. Students need to know how to write letters, how to replay advertisement, etc. They also need to know some of



writing special conventions such as punctuation, paragraph construction.<sup>25</sup>

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Knowing what situations call for different writing styles and being able to set an appropriate tone over text are important writing skills that any person can use at work.

### **b.5 Teaching Writing in Junior High School**

Teaching writing for junior high school students can be a little difficult at times. Junior high school students are often mature enough in writing, and they have an unvarnished imagination that is easy to direct towards learning, but in classroom of junior high school have to open up requires careful planning and great classroom control.

Harmer says when helping students to become better writers, teacher has a number of crucial tasks to perform. It means that teachers have very important role in teaching writing. They have to influence their students to be a good writer. To realize that there are several tasks that must be done by the teachers. They are demonstrating, motivating and provoking, supporting, responding and evaluating.

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<sup>25</sup> Jeremy Harmer, *How to Teach English*.

*Demonstrating* is a teachers' task where the students need to be aware of writing conventions and genre constraints in specific types of writing, teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions.

*Motivating* and *provoking* is a teachers' task to help the students to be creative by provoking the students into having ideas, enthusing them with the value of the tasks, and persuading them what fun it can be. For example, if teachers go into the class with prepared suggestions so that when students get stuck they can immediately get help, so the time will not be wasted.

*Supporting* is a teachers' task to be extremely supportive when students having a problem in their writing. It means that teacher should be available to help their students. As students, we can listen and respond to teachers' concerns. So simple, yet so neglected, is the act of listening, empathizing, and taking action to address the concerns of your professional educators. Proceed from the assumption that your teachers want the chance to do their best work every day, then work relentlessly to remove barriers to their success.

*Responding* is a teachers' task to respond and give reaction to their students writing result. It means that if the students have finished their writing. Teacher must react to the

content and construction of their students writing. Teachers are responding the writing result. Besides, teachers must give suggestion in order to improve their student's ability in writing and write how well it is going so far.

*Evaluating* is a teachers' task to evaluate the students' writing results. It means that teachers must give evaluation on the writing results of their students. Teacher must show where students write well, and where they make mistake. Of course, teachers must give the scores. It is different from responding. Teachers can use it not only to grade students, but also as a learning opportunity.<sup>26</sup>

### **C. Role of Teacher**

Teacher as a source information had been the standard to make teaching learning process can be successful. Then, the teacher has a role in the teaching learning process. Teacher's role is important to be facilitator in learning to make the process of teaching and learning run well.

According to Mulyasa some roles of teacher in the learning process are as follows:

a) The teacher as a Demonstrator

Teacher as demonstrator means teacher should always master the material or subject matter to be taught and

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<sup>26</sup> Harmer, *How to Teach Writing.pdf*.

continually develop or improve their knowledge ability, because it will determine the learning outcomes achieved.

The Demonstrator teaching style still retains the teacher as an authority figure over the classroom. However, the teacher can use other methods of teaching besides lectures to provide students with their classroom material. Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Knowing what situations call for different writing styles and being able to set an appropriate tone over text are important writing skills that any person can use at work.

b) The teacher as a Classroom Manager

Teacher as manager of the class should be able to manage a conducive classroom environment. The environment is regulated and supervised to ensure that learning activities directed to educational purposes.

Classroom management is the linchpin that makes teaching and learning achievable in the teaching-learning process. The teacher plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, and anticipating potential problems.

c) The teacher as an mediator and facilitator

As a mediator teachers should have sufficient knowledge and understanding of media education to make teaching and

learning process more effectively. As a facilitator, the teacher should be able to look for useful learning resources as well as to support the achievement of the goal of teaching and learning process.

The teacher can mediate learning in the classroom and help learners learn better by interacting with them. They can facilitate interactions among students by producing interactive tasks and activities and encouraging learners to involve in group and pair work.

d) The teacher as Evaluator

Teacher evaluation is defined as a systematic procedure for reviewing a teacher's performance in a classroom and analyzing the review to provide constructive feedback for the teacher's professional growth. Details of a teacher evaluation survey may vary from district to district as state laws govern them.

Teacher as evaluator of learner learning outcomes should constantly follow the learning outcomes achieved by learners from continually. Teacher obtains the information to be evaluated from feedback on the teaching learning process. This feedback will be used as starting point to improve and increase the teaching learning process further.<sup>27</sup>

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<sup>27</sup> Insani.

From the definition, it can be concluded that the role of teacher is very important in the teaching learning process. The teacher has many roles for students. The teacher uses the role in order that the teaching and learning process run well. They have to give the best things for their students, conduct the conductive class as well as provide all the students need in the classroom as effort to take students success.

#### **D. The Role of Students**

Evan's explains in language classroom, the students need to be motivated, be exposed to language, and give chance to use it. It should be done by the teacher in the classroom to help students learn effectively. The students' roles in language learning spell out as:

1. The learning is the planner of his or her own learning program and thus ultimately assume responsibility of what he or she does in the classroom.
2. The learner is the monitor and evaluator of his or her own progress.
3. The learner is a member of a group and learns by teaching with others.
4. The learner is a tutor of other learners.
5. The learner learns from the teachers, from other students, and other teaching sources.

The teachers are not completely responsible for the students motivation. The students can only be encouraged by

words and deeds. Real motivation, however, comes from within each individual.<sup>28</sup>

### **E. Descriptive Text**

According to Gerot and Wignel Descriptive text is a type which is used by the writer or speaker to describe particular thing, person, animal, place, and or event to the readers or hearers. The process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing can possibly notice what the writer is writing about as if they could directly see it through their own eyes<sup>29</sup>

A descriptive text usually describes a single location, object, event, person, or place. It endeavours to engage all five of the reader's senses to evoke the text's subject's sights, sounds, smells, tastes, and feel.

So, it can be said that descriptive text is a text that explains whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is, to describe, represent or reveal a person or an object, either abstract or concrete.

Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively take part in by using imagination. It can be concluded that

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<sup>28</sup> Evan's Dwi Ardyana Putri.

<sup>29</sup>Gerot, Linda and Wignell, Peter, *Making Sense of Functional Grammar*, Sydney: Gerd Stabler, 1994.

descriptive writing provides an illustration of people, places, events, situations, feeling and thoughts.

From the definition above, the researcher can conclude that descriptive text is a text in which the writer describes and object with a purpose to give information. In writing, there are some paragraphs. It can be a topic object. It can be a person, animal, or tree, or house, etc.

### **1. The Function of the Descriptive Text**

Descriptive text has two functions, that is:

- a. To describe a particular person, place, thing, or animal
- b. Describe something is, to present an item's attributes or properties, to show what an item or place

Linda, Gerot, and Wignell, making sense of functional Grammar classifies the purposes of descriptive text as follows:

- a. Helps us visualize and understand the topic
- b. Descriptive adjectives helps us visualize the topic
- c. Explain the characteristics of the subject or topic and uses details<sup>30</sup>.

Based on explanation above, it can be concluded that the purpose of descriptive text is to describe something accurately

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<sup>30</sup> Gerot, Linda and Wignell, Peter, *Making Sense of Functional Grammar*.



about person, place, thing or animal. Descriptive text explain about characteristics the subject and to show that detail's characteristic.

## 2. The Structure of Descriptive Text

The descriptive text has generic structures which distinguish this text from the others. First, it involves *identification*. The second is *description*. Description refers to the description of the things or a person in terms of parts, characteristics, and qualifications. The tense used in writing descriptive text is simple present tense.

- a. *Identification*: it is the identification part where a particular person, animal, or thing to describe is introduced. *Identification*, that is the statement that consist of one topic to be describe
- b. *Description*: it is the focus of the text in which the person, animal, or thing is described in terms of parts, characteristics, or qualification. *Description*, which consists of the details description about the object that is identified in *identification*.
- c. Language features

The language features of descriptive text:

1. Focus on specific participants as the main character;  
(*My English Teacher, Septika's cat, My favorite food*)  
Adjectives modify nouns or pronouns and noun phrases. They describe or limit the words that they

modify. A nouns phrase is group of words that act as a noun.

2. The use of linking verb

There are many kinds of linking verbs used in simple present tense they are: *is, am, are, appear, belongs, seem, look, become, taste, sound, feel, and so on*. A linking verb connects a noun or pronoun with words identify or describe that noun or pronoun.

3. The use of simple present tense

Simple present is tense which expresses habit or repeat action (the action that happens every day, every week) etc. This tense is also used to express facts that are always generally true.

4. Focus on specific participants as the main character;  
(*My English Teacher, Septika's cat, My favorite food*)

5. Uses present tense as dominant tenses;  
(*my mums really beautiful, she has curly black hair*)

6. Frequent use of epithets and classifiers in nominal groups

(*john is as white as chalk*)<sup>31</sup>

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<sup>31</sup> Gerot & Wignell, *Making Sense of Functional Grammar*

### *Description of Signal Words*

Above	Across	Along	Appears to be
As in	Behind	Below	Beside
Between	Down	In back of	In front of
Looks like	Near	On top of	Onto
Outside	Over	Such as	On the right left
Under			

Based on explanation above, it can be summarized that descriptive text is kind of text to describe a particular person, place or thing. The text consists of identification and description. The purpose of descriptive text is to describe something. The language features uses are simple present tense, use of descriptive adjectives, and the descriptive adjectives.

### **3. Example of Descriptive Text**

#### My Toy

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy

accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

*Example of Identification Descriptive text*

<i>Identification</i>	I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.
<i>Description</i>	The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much. <sup>32</sup>

**F. Task-based learning**

Task-based learning is approach which aims at creating opportunities for language learning and skill-development through collaborative knowledge for a communicative purpose in order to achieve an outcome. The tasks used in this approach

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<sup>32</sup> Gerot & Wignell, *Making Sense of Functional Grammar*

interpret the real world, so students sense factual situation in using the target language. It intends to make the students focus on meaning by processing and accomplishing the tasks given. The students do tasks in small groups and practice using language necessary for doing the particular task. Its focus is on task completion and therefore students are free to use whatever language they have at their disposal to achieve this. Through the steps in task-based based learning the teacher focuses on the students, how they explore their target language by increasing the students' activities.

According to Willis, the task based language comprised three steps in the structural framework of it. The first step was consciousness and also to introduce the students with the subject and task, this was called pre task cycle. The teacher explores the topic with the students, highlights useful words and phrases and helps them understand task instruction and prepare. Here the teacher may use picture, make use of recording or even text as a lead in to a task. The second step was named task cycle, which has three parts in it; those are task, planning and report. In the planning, students do the task; it can be in pairs or small groups. The students are free to experiment without teacher's intervention, since the teacher monitors from a distance, encourages all attempts at communication, and does not correct. Mistake do not matter; the students will use whatever target language. In the planning,

students prepare to report to the whole class; it can be orally or in written how they did the task, what they decided or discovered. Students are able to request teachers' help for language advice, as they will report publicly and they need for sure it will be accurate. Report is the part for the students in groups presenting their result of the discussion, or exchanging the written ones to other groups, even comparing the result to others. The last step was named language focus which has two parts in it; analysis and practice. When analysis is undergoing, the students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns occurring in the data, either during or after the analysis. Junior high school students have been introduced to several text genres. Based on Permendikbud no. 68 (2013) those genres are descriptive, procedural, recount and narrative text.<sup>33</sup>

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<sup>33</sup> Saifudin, A., Setiawan, S., & Anam, S. (2020). The Implementation of Task Based Learning in Teaching Writing Descriptive Text to The Junior High School. *Linguistic, English*.

## CHAPTER III

### RESEARCH METHOD

This chapter is about research method which discussed the type of research, data source, technique of collecting data, and method of analyzing data.

#### **A. Type of research**

Qualitative research will be used to get the deep analysis of the data. John explains qualitative research is constructivist knowledge claims, ethnographic design, and observation of behavior. In this situation the researcher seeks to establish the meaning of a phenomenon from the view of participants. This means identifying a culture-sharing group and studying how it developed shared patterns of behavior over time. One of the key elements of collecting data is to observe participants' behaviors by participating in their activities.<sup>34</sup>

Qualitative research is means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in picture, data analysis inductively building from particulars to

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<sup>34</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 2014.

general themes, and the writer making interpretations of the meaning of the data

## **B. Data source**

The data of this research are field note, structure interview, lesson plan, and syllabus. The data are taken from result of teaching learning process.

### 1. Event

Considering the aim of qualitative research, the researcher tries to get a description about the teachers' method in writing descriptive text used by the teacher at the eighth grade students in SMP N 2 Boja Kendal. The researcher observe the teachers' method used by the teacher in the class.

### 2. Informants

In this research, the researcher takes English teacher at SMP N 2 Boja Kendal in the academic year 2020/2021 as the informants to get information related the method used by the teacher in teaching writing.

### 3. Document

That is writing or others, which add and enrich the data in teaching writing at the eighth grade students in SMP N 2 Boja Kendal in the academic year 2020/20201 The researcher gather written information materials or documents, such as material program, syllabus, lesson plan, etc.



### C. Technique of collecting data

The technique of the collecting data applied in this research were as follow:

#### a) Interview

The interview is a formal meeting between two people (Interviewer and interviewee). The interview is conducted to ask questions and obtain information from the interviewee. An Interviewer is the one who asks questions, and an interviewee is who answers the questions.

Moleong says that interview is a conversation with certain purposes which is done by two parties the interview, and the interviewer. Additionally, Burns, interviews and discussion are face to face personal interactions, which generate data about the research issue and allow specific to be discussed from other people's point of view.<sup>35</sup> The researcher asked some questions to the English teacher for interview. The topic of the interview is about the teachers' method in teaching writing descriptive text at the eight-grade students of SMP N 2 Boja Kendal in the academic year 2020/2021.

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<sup>35</sup>Lexy. J. Moleong, *Metodologi Peneliti Kualitatif Rancangan Metodologi, Presensi, dan Publikasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora*, (Bandung: Remaja Rosdakarya, 2002), p. 51.

#### b) Documentation

Documentation are collected to get real situation such a social situation and many kinds of factors around the research setting. It is used to support and complete in the information which is obtained from observation and interview. This opinion supported by Moleong, who says that document is a kind of source data involves anything notes aimed to examine a research. The document in this research involve written information about the English teaching and learning process at SMP N 2 Boja Kendal. The example of the documents are the interview with the teacher and lesson plan from the teacher.

#### **D. Data analysis**

Data reduction has meaning a resume, choosing a substantial thing, look for theme and eliminate the unimportant things. Data was decreased to give obvious pictures and to make the researcher easier to accumulate the next data. This research data is diminished in the form of the result of observation in the teaching-learning process of writing descriptive text at the eighth-grade students of SMP N 2 Boja Kendal.

The result of observation must be reduced and then be transformed into note. The analysis of the result of observation data in the class has to in the form that simple and understandable. The results of the data analysis were explicated about the compatibility of the teaching-learning process of writing.

a) Data Display

The second step is the data display. Data display is a form of analysis that describes what occurs in the natural setting, so it can assist the researcher to describe a conclusion. The process of display the data is based on the formulation of the research obstacle. It is about how is the teaching-learning process includes writing, methods, materials, and assessment used by the English teacher, and difficulties are faced by the teacher and students.

b) Conclusion of Data (Verification of data)

The third step is drawing a conclusion. The drawing conclusion consists of conception about the words and acts of the study. The inference in qualitative research is a new invention that can be an answer to the research problem. The conclusion is in the form of a description of the object of this study. Finally, in this step, the researcher is able to obtain the result and conclusion of the research.

In the last procedure of data analysis, the researcher concluded and verified the transcribed data. The conclusion was the importance of analysis that talks about the teaching-learning process of writing, to identify how is the teaching-learning process of writing, and what methods, materials, assessment do the English teacher and to research the problems in the teaching-learning process of writing faced by the teacher and student.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

In this chapter, the researcher presents the overall findings and analysis of the research, which includes the implementation of task-based learning in teaching writing descriptive text. They were explained in the following parts.

#### **A. Research Findings**

1. The implementation of task-based learning followed three cycles suggested by D Willis. The three cycles that teacher had to conduct were the pre-task cycle, task cycle, and language focus. In the pre-task cycle, students get exposure and a chance to recall things they know. The teacher helps them introduce the topic or reading part of a text as a lead-in to a task. The teacher asked about the places that students had been there before, their experiences at those places. She also had a text for the first task. The next cycle was called the task cycle which students had the most role they played in almost part of the task cycle; students should discuss to answer some questions based on text given and rearrange some sentences into a meaningful text. After doing the task, each group planned to report the result of their discussion in writing. In reporting the result of their discussion, the representative of the groups will write their answer on the whiteboard. The last cycle was the language focus; this part was the teacher

responsible for explaining things related to the linguistic features or the structure.

The next stage was language focus. The teacher explained the linguistic features related to the tasks. There were two parts; those were analysis and practice. In analyzing, students paid attention to her explanation about some difficult words for them. She asked them to look for the meaning of those words in the dictionary, and who's getting it first would be the winner. After knowing the meaning of those words, she led the students to pronounce them, which included in the practice. The students repeated after her. There were about ten words pronounced together. The teacher helped the students translate some words they were confused about. Moreover, the teacher explained the text, its structures and its function, though it still required students' involvement. In this study, the researcher acted as an observer and did not participate in the teaching process, and the method was implemented.<sup>36</sup>

#### **a. Pre-Task Cycle**

The first step was the pre-task cycle; the teacher set the students' conditions and made them well prepared to follow

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<sup>36</sup> Saifudin, A., Setiawan, S., & Anam, S. (2020). The Implementation of Task Based Learning in Teaching Writing Descriptive Text to The Junior High School. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 109–125. <https://doi.org/10.31539/leea.v4i1.1351>

the lesson. The teacher arranged the preparation and direction to students what they had to do. The teacher mostly dominated this cycle, whereas students listened to her carefully. The teacher intended to encourage students in the learning process they would undergo. Teachers' activities can be introduced to the topic and task, using texts and other activities upon those texts. These activities conducted in the pre-task cycle can be elaborated into five activities with some goals underlying each of them. Those goals must be reached by doing activities in the pre-task cycle to raise the students' consciousness, introduce students to the subject and task, explore the topic, highlight useful words and phrases, and help students understand the task instructions.

**b. Task-Cycle**

The second phase in doing task-based learning was a task cycle. This cycle consisted of two parts, doing the task and reporting it. Mostly in doing the task, students were asked to accomplish the task in groups or pairs. The students had a discussion in groups to achieve the tasks. The students should communicate in English for every action they did in the discussion. In this phase, the students played main roles, whereas the teacher only monitored and facilitated them in the discussion. It is a student-centered session; they were free to explore what so over the target language. Hence, mistakes were not paid attention to achieve the outcome.

### **c. Doing the Task**

In this cycle, after having joined with their friends in the same groups, the teacher handed in the pieces of the text to them. Then they started to do the task. In this phase, there were two parts, the first was a task, and the second was planning and reporting. The task was a part when students did discussion in groups. Three questions had to be answered for part A; in part B the students had to find the meaning of eighteen words in Bahasa Indonesia, then in part C the students had to rearrange seven sentences into a meaningful text.

The teacher appreciated the students since most of the group rearranged those sentences correctly. They firstly translated all those sentences into Bahasa Indonesia and then put them chronologically. The students got used to communicating in Bahasa Indonesia and Javanese as their mother tongues. It was not easy to have them use English in every discussion action in such a manner. They used English for simple utterances or when the teacher noticed them. Using Javanese made them easier to understand and discuss the task. The teacher walked around the groups and monitored them. The role of the teacher in this phase was less adequate since the students played the most acts here. Students were free to express their learning process. They ought to use the target language in communication with their teammates. They

worked together in a group, discussing their task. In this part, the teacher played as monitor and facilitator. The teacher approached some groups she considered calling for her help. As in the group, they asked the meaning of some words, and the teacher gave them clues, and one of the group members could answer it. She did not give only the answer directly but guided the students by giving them some clues to find the answer by themselves.

**d. Planning**

After doing the task, groups were planning to report the result of the task. They performed the answer of the assignment by each representative of groups. Two groups had accomplished the task in time, but the other groups needed more time the given time by the teacher. Those who could fulfil the tasks in a limited time deserved to announce the answer on the whiteboard. The teacher monitored the result of the task before the groups performed in front of the class. She only looked at those answer sheets, not to correct those which were un-correct. When she found the answer was not correct, she would ask the group to reassure them.

**e. Reporting**

In reporting, the students did not seem enthusiastic. Most of them feel bashful making mistakes in their result. They should be directed and commanded by the teacher called an advisor; she managed to give the students the knowledge when



they needed to learn the linguistic features and grammatical rules dealt with the task. The students asked about the verbs in the simple present as they did not fully remember all of the verbs they needed to make a text.

**f. Language Focus**

The next stage was language focus, in which the teacher explained the linguistic features related to the tasks. There were two parts; those were analysis and practice. In analyzing, students paid attention to her explanation about some difficult words for them. She asked them to look for the meaning of those words in the dictionary, and who's getting it first would be the winner. After having known the meaning of those words, she led the students to pronounce them, which included in the practice. The students repeated after her. There were about ten words pronounced together. The teacher helped the students translate some words they were confused about. Moreover, the teacher explained about the text, its structures and its function.

The implementation of Task-Based Learning in teaching descriptive text shows that the teacher conducted the Task-Based Learning in three cycles: pre-task cycle, task-cycle, and language focus in a sequence. In the first meeting, she could implement those three cycles in two hours meetings, yet in the second meeting, she could not manage the time to have three cycles instead of having two cycles and continuing the last past cycle, language focus, in the later meeting. The incompletes of

having three cycles in one meeting were caused by the lack of time for doing the task. The students felt they needed much time to work on writing descriptive text. Discovering the themes or topics took time to gather the different ideas from the group members, then finding the clue words also took more time, and the hardest part was arranging the sentences from Bahasa Indonesia into the target language, English. It was not easy for them to compose descriptive text from many ideas of the group member.

Task-Based Learning becomes a different way to teach language, in which it helps the students by placing them in a situation like in the real world, a situation where oral communication is essential for them doing a specific task. Task-Based Learning has developed language through its use. It has the advantage of getting the students' focus toward achieving a goal where language becomes a tool, making the use of language a necessity. The students mostly spoke their mother tongues, Javanese and Bahasa Indonesia. They did not feel confident with their English since they only could use simple phrases to speak with their partners.

The main goal of task-based learning was to make students able to communicate using the target language. They should speak in the target language even they make errors or mistakes. It is crucial since using this TBL was to make students active and communicatively learning English. Hence

the teacher also used Bahasa to collaborate her English in explaining. She felt Bahasa Indonesia will much more help her students understand the lesson than she always speaks using English all the time. The students prefer mixing the languages, Javanese, Bahasa Indonesia and simple English instructions. When the teacher spoke long sentences in English, they did not catch the meaning of those. Regarding the task chosen by the teacher for her students, those were classified as ordering and sorting and sharing personal experience.

The group had chosen the right topic, which was about the holiday. They developed the paragraph so minimalist. Their text consisted of 10 sentences. The following would be the elaboration of the text based on four criteria.

1. The Organization

This criteria reflects how the students put the ideas appropriately and the structures of the text had been placed properly.

2. Style

The vocabulary chosen by the teacher was good enough in describe their place, but it was lack of sentence variation, it used simple ones.

3. The Grammar

The rules of the grammar related to the correct use of verb form and tense on sequence, modal articles, preposition and

the agreement of subject and predicator. In the next, it was found that many errors were made by the students.

#### 4. The Mechanic

This mechanic criterion was dealt with spelling, punctuation and capitalization used to write in the text. Only few errors made by the students regarding to the capitalization, they used capital letter in the beginning of each sentences.

It showed that students' writing results vary for their organization, style, grammar or mechanic. Mostly they had low to the average score in most writing criteria. The organization of the text was still not related to another sentence to describe something. In their texts, the ideas supported the topic, which made the text well organized. The topic they chose was about the favourite place was described well enough, it was supported by some ideas developed from the clue words they looked for before. It happened to some groups that the vocabulary they used was very poor and inappropriate. The students used their dictionary to find the English words to put in their text, and they picked the words they thought had the same meaning as the intended words. In the aspect of grammar, the students were still having trouble using the tense in the descriptive text. Almost all groups got fair for the score of grammar. They had many grammar inaccuracies in their texts, and sometimes they forgot to use the present verb in the present

sentences. In the aspect of a mechanic, the groups had poor scores too. They missed the capitalization in writing a person's name, the first letter in a sentence or even.

2. Based on the interview result, students' responses when following in learning English in the class, especially in this material, are uninteresting, and most of them are enthusiastic. Students can answer the teacher's questions. Students also write the material and do their exercises. The teacher's problems in teaching English are that almost all of the students are still confused about teacher explanation, so their responses are slow. Students also do not understand the purpose of the questions from the teacher.

The ways to overcome the problems facing the teacher in teaching English are teacher try to give them more than one instruction to do something, then teacher and students together making discussion about the difficult words in this material. A student's skill in the descriptive text is they can write about describing people in this material and can memorize the words.

Teaching-learning process writing in the descriptive text is the first meeting in the VIII B class, then the researcher did observation in the VIII B class;

**Task:** The teacher asked the students did the two tasks from the teacher about describing people (the details pictures would be explained in appendices).

**Planning:** The students only choose the correct sentence and match it with the pictures. The teacher gave 10–20 minutes for each task.

**Report:** The students write the correct answer on the worksheet.

The method used by the teacher in teaching writing the descriptive text is task-based learning. The strategies used by the teacher in teaching writing the descriptive text the strategy that teachers use in writing descriptive text make lessons visual and cooperative learning. The first teacher gives photographs, and then the teacher divides into some groups to discuss and ask to describe it. The teacher applied the strategy with the cooperative learning strategy.

The students' habit in writing descriptive text can develop students' awareness of their reading habit and the importance of reading habit toward their writing. Having known its importance, the students are expected to have a better motivation to increase their practice in reading English texts/books.

The problems faced by the teacher in teaching writing descriptive text are planning content, selecting material, preparing activities and roles, evaluating the course. In this internal factor, the teacher's role is significant and so extensive that it is also the focus of researchers. So that researchers make teachers the main object of research. To discover the factors

that become problems in the teaching and learning process descriptive text, the researcher conducted interviews with Mrs. Sujiyah and supported by the teachers' lesson plan. This research was conducted to measure how the teacher gave students the teaching and learning process to write descriptive texts.

From the results of interviews and analyze the teachers' lesson plan, the teacher has carried out teaching and learning process activities properly and correctly by the curriculum and provisions that apply during online learning and learning activities during the pandemic. This is based on the results of interviews and analyze the teachers' lesson plan that the researcher gave, which is an assessment factor. There are also external factors such as: from the students' problem in mastery vocabulary include how to select the idea of writing descriptive and the use of grammar in writing this task. The students have fewer motivations in learning English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The conclusion and suggestions needed for this research are explained in this chapter.

#### **A. Conclusion**

According to the result of the research finding and analysis in the previous chapter, the researcher has drawn some conclusions as follow:

1. Based on observation, the students gave good responses when the teacher implemented Task-based Learning in teaching writing. Although when teaching and learning process, the students felt bored and not interested because it needed much attention to listening and too severe.
2. Based on the interview result, it can be concluded that most of the students in class VIII B at SMP Negeri 2 Boja Kendal do not like writing using English. The less understanding about how to correctly write the word or sentence in English. The teacher ever used Task-based learning the teaching writing in the class. They were less enthusiastic when the teacher used Task-based Learning in the teaching and learning process because this method is too severe, but they got more understanding of writing skills after the teacher used Task-based learning in teaching writing. It can be concluded that the implementation of Task-based learning in teaching writing can make students feel easy in writing skills, and they can easily understand the material.



## **B. Suggestion**

After analyzing and discussing the data, the researcher offered some suggestion as follow:

### 3. For the English teacher

For the English teacher, they are expected to have creativity and be more active in carrying out writing skills using task-based learning.

### 4. For the Students

As an educator, the teacher has a duty not only to teach but also to educate, the source data of this research were recommended to facilitate the learning process as a media source. The teacher can use task-based learning to enhance students' excitement during the learning process

### 5. For the next Researcher

For those researchers who are interested to conduct research that is related to task-based learning, they can use this research as a reference to ease their assignment in conducting their research. This research is expected to give information about the types of task-based learning.

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## **Appendix 1**

### **LIST OF INTERVIEW**

#### **A. Interview for Teacher**

1. How are students' response in learning English?

Students responses when following in learning English in our class, especially in this material, are uninteresting, and most of them are enthusiastic. Students can answer the teacher questions. Students also write the material and do their exercises.

2. What are the problems facing the teacher in teaching English?

The teacher's problems in teaching English are that almost all of the students are still confused about teacher explanation, so their responses are slowly. Students also do not understand the purpose of the questions from the teacher.

3. What are the ways to overcome the problems facing the teacher in teaching English?

The ways to overcome the problems facing the teacher in teaching English are teacher try to give them more than one instruction to do something, then teacher and students together making discussion about the difficult words in this material.

4. How is a student's skill in the descriptive text?

A student's skill in the descriptive text are they can write about describing people in this material and can memorize the words

5. How are teaching-learning process writing in the descriptive text?

Teaching-learning process writing in the descriptive text is the first meeting in VII H class, then the researcher did observation in the VII H.

**Task:** The teacher asked the students did the two tasks from the teacher about describing people (the details pictures would be explained in appendices).

**Planning:** The students only choose the correct sentence and match it with the pictures. The teacher gave 10–20 minutes for each task.

**Report:** The students write the correct answer on the worksheet.

6. What is the method used by the teacher in teaching writing the descriptive text?

The method used by the teacher in teaching writing the descriptive text is task-based learning.

7. What are strategies used the teacher in teaching writing the descriptive text?

The strategies used by the teacher in teaching writing the descriptive text the strategy that teachers use in teaching writing descriptive text make lessons visual, and cooperative learning which the first teacher give photographs and then teacher divided into some group to discuss

and ask to describe it. The teacher applied the strategy with the cooperative learning strategy.

8. What is students' habit in writing the descriptive text?

The students' habit in writing the descriptive text is descriptive text can develops students' awareness of their reading habit and the importance of reading habit toward their writing. Having known the importance of it, the students are expected to have a better motivation to increase their practice in reading English texts/books.

9. What are the problems faced by the teacher in teaching writing the descriptive text?

The problems faced by the teacher in teaching writing descriptive text are planning content, selecting material, preparing activities and roles, evaluating the course. In this internal factor, the teacher's role is significant and so extensive that it is also the focus of researchers. So that researchers make teachers the main object of research. To discover the factors that become problems in the teaching and learning process descriptive text, the researcher conducted interviews with Mrs. Sujiyah. and supported by the teachers' lesson plan. This research was conducted to measure the extent to which the teacher gave students the teaching and learning process to write descriptive texts.

From the results of interviews and analyze the teachers' lesson plan, the teacher has carried out teaching and learning process activities properly and correctly in accordance with the curriculum and provisions that

apply during online learning and learning activities during the pandemic. This is based on the results of interviews and analyze the teachers' lesson plan that the researcher gave, which is an assessment factor.

There are also external factors such as: from the students' problem in mastery vocabulary include how to select the idea of writing descriptive and the use of grammar in writing this task, the students have fewer motivations in learning English.

10. How are the ways to overcome different student's capabilities?

The ways to overcome different student's capabilities are to build relationships, Be intentional with your lesson planning, use a balanced data approach, Have high and consistent expectations, teach vocabulary explicitly, Get your students engaged and excited, Provide multiple opportunities; strive to embed learning, be an honest teacher that always gives our students help to solve their problem in learning English.



## Appendix 2

### Lesson plan from the teacher

#### **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan	: SMP Negeri 2 Boja
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: Describing place
Alokasi Waktu	: 2 x 40 Menit (1 Pertemuan)

#### **A. Kompetensi Inti**

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

## **B. Kompetensi Dasar**

- 3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **Indikator**

- Mampu mengidentifikasi fungsi sosial ungkapan untuk menyatakan dan menanyakan deskripsi tempat
- Mampu mengidentifikasi struktur teks yang digunakan untuk menyatakan dan menanyakan deskripsi tempat
- Mampu menerapkan unsur kebahasaan pada teks yang digunakan untuk menyatakan dan menanyakan deskripsi tempat
- Mampu menyusun kalimat menjadi paragraph teks deskriptif
- Mampu menyatakan dan menanyakan tempat dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat
- Dst

## **C. Tujuan Pembelajaran**

Setelah mempelajari subtopic dari teks descriptive siswa dapat:

- Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tempat.
- Menanyakan dan menyatakan secara lisan deskripsi tempat.

Peserta didik melalui proses pengamatan, menanya dan penugasan dapat mengidentifikasi fungsi social, struktur teks serta menerapkan unsure kebahasaan terkait dalam teks yang menyatakan dan menanyakan tempat sesuai dengan konteks dengan santun dan penuh kepedulian.

#### D. Materi Pembelajaran

- Fungsi Sosial

Mengidentifikasi, membanggakan, memuji, mengagumi

- Unsur Kebahasaan

❖ This	There is
That	There are
Those	
These	

❖ Auxiliaries (is, am, are, was, were, do, does, did)

❖ Noun (house, museum, beach.....)

❖ Adjective (big, interesting, far.....)

❖ Simple present tense

Pattern: S + Auxilary + Adjective(Adj) /  
Noun(N) / Adverb(Adv)

S+ V(s/es) + ....



#### E. Metode Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>Kegiatan Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan membuka pelajaran dan mengucapkan salam serta berdoa bersama (menghayati ajaran agama)</li> <li>2. Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya.</li> <li>3. Guru menyapa Peserta didik menggunakan Bahasa Inggris agar tercipta <i>English environment</i>.</li> <li>4. Guru memberi motivasi dengan mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari.</li> <li>5. Peserta didik menerima informasi tentang topik dan tujuan pembelajaran dari guru.</li> <li>6. Peserta didik dibagi menjadi beberapa kelompok, tiap kelompok terdiri atas 3– 4 orang.</li> </ol>	10 menit
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Peserta didik mengamati lirik lagu “Count On Me” yang dipopulerkan oleh Bruno Mars tahun 2010 yang menceritakan mengenai persahabatan dan kepedulian antarteman.</li> <li>• Peserta didik secara bergiliran membaca lirik lagu tersebut dengan pelafalan yang benar.</li> <li>• Peserta didik membuat pertanyaan yang terkait dengan apa yang telah diamati. Ajukan pertanyaan kalian kepada guru atau teman kalian.</li> <li>• Peserta didik menggali informasi melalui Youtube tentang lirik lagu “Count On Me” yang dipopulerkan oleh Bruno Mars tahun 2010.</li> <li>• Peserta didik menganalisis lirik lagu “Count On Me” yang dipopulerkan oleh Bruno Mars tahun 2010.</li> <li>• Peserta didik memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan</li> </ul>	60 menit

	<ul style="list-style-type: none"> <li>• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
<b>Kegiatan Penutup</b>	<ol style="list-style-type: none"> <li>1. Peserta didik melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan.</li> <li>2. Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan) kepada kelompok yang berkinerja baik</li> <li>3. Guru memberikan umpan balik terhadap hasil pembelajaran dengan memberikan kuis secara lisan</li> <li>4. Peserta didik diberi pesan tentang nilai dan moral.</li> <li>5. Guru merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi/program pengayaan, memberikan tugas baik individual maupun kelompok sesuai dengan hasil belajar peserta didik</li> <li>6. Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya.</li> </ol>	10 menit

- Pendekatan : Scientific Approach
- Model Pembelajaran : Discovery Learning
- Metode : Diskusi

## F. Langkah – Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Salam</li> <li>• Berdoa</li> <li>• Mengabsen siswa</li> </ul>	5 menit

	<ul style="list-style-type: none"> <li>• Apersepsi</li> <li>• Menjelaskan kompetensi serta tujuan pembelajaran</li> </ul>	
Inti	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• Guru menyajikan beberapa gambar untuk menarik perhatian siswa</li> <li>• Siswa mengamati sebuah video</li> <li>• Siswa menyebutkan kosakata yang berhubungan dengan video</li> <li>• Guru memberi contoh mengucapkan kata-kata sifat dan benda yang telah disebutkan siswa dengan lafal dan intonasi yang benar</li> </ul>	10 Menit
	<p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Guru memotivasi siswa untuk menanyakan tentang hal-hal yang berkaitan dengan video yang diamati</li> <li>• Guru memberi contoh pertanyaan yang bisa muncul dari video yang diamati.</li> <li>• Guru membenarkan hal-hal yang belum benar dari kalimat atau ucapan siswa dari pertanyaan yang mereka sampaikan</li> </ul>	30 menit
	<p><b>Data Collecting/Experimenting</b></p>	30 menit

	<ul style="list-style-type: none"> <li>• Siswa diminta menuliskan kata – kata sifat dan benda yang muncul dari video baru yang diamati dalam bahasa inggris dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya</li> <li>• Siswa diminta untuk tanya jawab dengan teman sekelompoknya tentang tempat yang paling mereka sukai berdasarkan video</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta menyusun kalimat dengan menggunakan unsur kebahasaan yang benar</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk mempresentasikan hasil karyanya di depan kelas</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Siswa diminta untuk merefleksikan materi apa yang telah didapat hari itu</li> <li>• Siswa diberi tugas untuk mengamati tempat disekitarnya sebagai sarana untuk menambah wawasannya</li> </ul>	5 menit

## G. Media dan Sumber Belajar

- Media : Gambar dan Video

- Sumber Belajar : Buku Bahasa Inggris Kelas VIII

## H. Penilaian

### 4. KRITERIA PENILAIAN:

- Tingkat ketercapaian fungsi sosial teks descriptive tentang tempat.
- Tingkat kelengkapan dan keruntutan teks descriptive tentang tempat.
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi.
- Sikap tanggung jawab, kerjasama, peduli dan percaya diri yang menyertai tindakan memahami dan membuat teks deskriptif.

### 5. CARA PENILAIAN:

- Kinerja (praktik) : untuk menilai ketrampilan
- Tugas menganalisis dan membuat teks descriptive untuk fungsi nyata.
- Observasi: untuk menilaisikap
- Penilaian untuk tujuan memberi balikan. Sasaran penilaian:
- Tindakan peserta didik dalam memahami dan menghasilkan (teks descriptive sesuai fungsi sosialnya, di dalam dan di luar kelas.
- Kesungguhan, tanggungjawab dan kerjasama siswa dalam proses pembelajaran di setiap tahapan.
- Kepedulian dan kepercayaan diri dalam melaksanakan komunikasi di dalam dan di luar kelas.
- Tes Tertulis : untuk menilai pengetahuan Peserta didik diminta untuk:
- Membuat teks descriptive berdasarkan fungsi sosial sesuai konteks.



- Membuat teks descriptive berdasarkan struktur teks sesuai konteks.
- Membuat teks descriptive berdasarkan unsur kebahasaan sesuai konteks.

## 6. PENILAIAN HASIL

Indikator Kompetensi	Pencapaian	Teknik Penilaian	Bentuk Penilaian	Instrumen
membuat teks descriptive sesuai dengan unsur kebahasaan dan berdasarkan fungsi sosial sesuai konteks				

### Rubrik Penilaian

#### a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Sungguh-sungguh	5: selalu sungguh-sungguh 4: sering sungguh-sungguh 3: kadang-kadang sungguh-sungguh 2: jarang sungguh-sungguh 1: tidak pernah sungguh-sungguh	
2.	Tanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Peduli	5: selalu peduli	

		4: sering peduli 3: kadang-kadang peduli 2: jarang peduli 1: tidak pernah peduli	
4.	Percaya Diri	5: tidak pernah menunjukkan sikap tidak percaya diri 4: pernah menunjukkan sikap tidak percaya diri 3: beberapa kali menunjukkan sikap tidak percaya diri 2: sering menunjukkan sikap tidak percaya diri 1: sangat sering menunjukkan sikap tidak percaya diri	

b. Aspek Pengetahuan

c. Aspek Tingkah laku

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 = Selalu melakukan kegiatan komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	
2.	Kerja Sama	5 = Selalu bekerja sama 4 = Sering bekerja sama 3 = Beberapa kali melakukan bekerja sama 2 = Pernah bekerja sama 1 = Tidak pernah bekerja sama	

### RUBRIK PENILAIAN UNTUK SELURUH SISWA

#### 1. ASPEK SIKAP

NO.		ASPEK YANG DINILAI (NILAI 1-5)	
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	NAMA SISWA	Sungguh-sungguh	Tanggung jawab	Peduli	Percaya Diri	Jumlah skor

## 2. ASPEK PENGETAHUAN

NO.	NAMA SISWA	ASPEK YANG DINILAI				Jumlah skor
		Pengucapan	Intonasi	Ketelitian	Pemahaman	

## 3. ASPEK TINGKAH LAKU

NO.	NAMA SISWA	ASPEK YANG DINILAI		Jumlah skor
		Melakukan tindak komunikasi yang tepat	Kerjasama	

No.	Butir Sikap	Deskripsi	Perolehan Skor
1	Pengucapan	5 = Hampir sempurna 4 = Ada kesalahan tapi tidak mengganggu makna 3 = Ada beberapa kesalahan dan mengganggu makna	

		2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami	
2	Intonasi	5 = Hampir sempurna 4 = Ada kesalahan tapi tidak mengganggu makna 3 = Ada beberapa kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami	
3	Ketelitian	5 = Sangat teliti 4 = Teliti 3 = Cukup teliti 2 = Kurang teliti 1 = Tidak teliti	
4	Pemahaman	5 = Sangat memahami 4 = Memahami 3 = Cukup memahami 2 = Kurang memahami 1 = Tidak memahami	

1. Jenis/Teknik Penilaian

Aspek Pengetahuan : Tes

Aspek Keterampilan : Project Work

Aspek

2. Bentuk Instrumen dan Instrumen : Isian

3. Pedoman Penskoran

No	Uraian	Skor
1	Vocabularies → 10 items jawaban	10
2	Composing paragraph → 5 items jawaban	5

$$\text{Skor Akhir} = \frac{\text{Skor yang diperoleh} \times 100}{\text{Skor maksimal}}$$

Mengetahui,

Boja, Juli 2021

Kepala SMP N 2 Boja

Guru Bahasa Inggris

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## CURRICULUM VITAE

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### **Educational Background**

1. SD N 1 Glandang
2. SMP N 1 Bantarbolang
3. SMA Pondok Modern Selamat Kendal
4. English Language Education Department of Education and Teacher Training Faculty Walisongo State Islamic University Semarang

