

**IMPROVING STUDENTS' WRITING ACHIEVEMENT IN
DESCRIPTIVE TEXT THROUGH TASK BASED LANGUAGE
TEACHING (TBLT)
(A CLASSROOM ACTION RESEARCH AT THE STUDENTS OF CLASS
VII-E SMPN 01 BATU)**

THESIS

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ABSTRACT

Oktavianti, Eka. 2015., **Improving Students' Writing Achievement in Descriptive Text through Task Based Language Teaching (TBLT) (A Classroom Action Research At The Students of Class VII-E SMPN 01 Batu)**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Peptia Asrining Tyas, M.Pd.

Key words: Writing Achievement, TBLT, Descriptive Text

Writing is one of the basic skills that have to be learnt by students in junior high school. In the first year of junior high school the students are expected to be able to develop and produce simple functional text, like descriptive text. Based on the preliminary study that has been conducted by the researcher, it was showed that most of VII-E students in SMPN 01 Batu have difficulties in writing descriptive text. So, the aim of this research is to improve students' writing ability in descriptive text using TBLT at the seventh grades of SMPN 01 Batu.

The method of this research is Classroom Action Research (CAR). This research was conducted in two cycles and each cycle consisted of four steps, they were: Planning, action, observation, and reflection. Each cycle was conducted in two meetings, so the researcher conducted this research in two weeks. To collect and analyze the data, the researcher used the information from qualitative (interview, observation, and questionnaire) and quantitative data (the students' achievement in pre-test and post-test) in order to support the data collected.

The result of this researcher reveals that TBLT method can improve their writing's ability in descriptive text. The students' responses show that they were interested to learn writing subject because they felt easier to write and enjoy the process of writing using TBLT. The students' mean score in pre test was 71,40. In the first cycle the mean score was 83,39. Meanwhile the mean score in the second cycle was 87,10. It means that there was 16,79 % of mean improvement from the students' score in the preliminary study to the first cycle and there was 21,98% of mean score improvement from the students' score in preliminary study to the second cycle and also improvement in each aspects of writing descriptive text. From this result, the researcher concludes that teaching descriptive writing using TBLT at the seventh grades of students at SMPN 01 Batu can improve their writing ability.

The researcher suggests the school to facilitate the teacher in learning TBLT and applying TBLT in teaching and learning process. She also suggest for students to keep practicing writing and for further researchers to do similar research using TBLT to improve students' writing ability with more various and challenging task.

ABSTRAK

Oktavianti, Eka. 2015., **Improving Students' Writing Achievement in Descriptive Text through Task Based Language Teaching (TBLT) (A Classroom Action Research At The Students of Class VII-E SMPN 01 Batu)**. Program Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Peptia Asrining Tyas, M. Pd.

Kata Kunci: Pencapaian Menulis, *TBLT*, Teks Deskriptif

Menulis adalah salah satu kemampuan dasar yang harus dipelajari oleh murid SMP. Kompetensi dasar yang harus dicapai oleh murid kelas tujuh dalam bidang studi bahasa inggris adalah memiliki kemampuan untuk mengembangkan dan menciptakan teks fungsional sederhana seperti deskriptif teks. Berdasarkan preliminary study yang dilakukan oleh peneliti menunjukkan bahwa sebagian besar murid kelas VII-E di SMPN 01 Batu memiliki kesulitan dalam menulis teks deskriptif. Sehingga, tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa kelas tujuh di SMPN 01 Batu dengan menggunakan metode TBLT .

Metode dari penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan selama 2 siklus dan setiap siklusnya terdiri atas empat tahap yaitu, perencanaan, implementasi, observasi, dan refleksi. Setiap siklusnya dilakukan dalam 2 kali pertemuan, sehingga peneliti melakukan penelitian ini selama dua minggu. Untuk mengumpulkan data dan menganalisanya, peneliti menggunakan informasi yang didapatkan dari wawancara, observasi, kuisioner, dan nilai siswa pada pretest dan posttest untuk mendukung pengumpulan dan yang telah dikumpulkan.

Hasil dari penelitian ini menunjukkan bahwa metode TBLT dapat meningkatkan kemampuan menulis siswa dalam menulis deskriptif teks. Respon siswa menunjukkan bahwa mereka sangat tertarik untuk belajar menulis, karena mereka merasa menulis mudah dan mereka menikmati proses belajar menulis menggunakan TBLT. Nilai rata-rata siswa pada saat pre-test adalah 71,40. Pada siklus pertama nilai rata-rata mereka adalah 83,90. Sementara itu nilai rata-rata siswa pada siklus kedua adalah 87,10. Ini memperlihatkan bahwa terdapat peningkatan sebesar 16,79% dari rata-rata peningkatan nilai dari pre-test ke siklus pertama dan terdapat 21,98% peningkatan nilai rata-rata siswa dari pre-test dengan hasil terakhir pada siklus kedua dan juga pada setiap aspek dalam menulis deskriptif teks. Dari hasil penelitian ini, peneliti menyimpulkan bahwa mengajarkan menulis deskriptif menggunakan TBLT pada kelas tujuh SMPN 01 Batu dapat meningkatkan kemampuan menulis mereka.

Peneliti menyarankan kepada sekolah untuk memfasilitasi guru bahasa inggris untuk mempelajari tentang TBLT dan mengaplikasikan TBLT di dalam kelas. Kemudian, peneliti juga menyarankan pada siswa untuk terus berlatih menulis dan untuk peneliti selanjutnya untuk melakukan penelitian yang sama menggunakan TBLT untuk meningkatkan kemampuan menulis dengan tugas yang lebih bermacam dan menarik.

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