THE USE OF TASK-BASED LEARNING MODEL TO IMPROVE STUDENTS WRITING SKILL OF THE IX GRADE AT MTS FATHUS SALAFI JEMBER

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
2026

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Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements for obtaining a
Bachelor's Degree (S. Pd)
Faculty of Education and Teacher Training
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THESIS

It has been examined and approved by the board of examiners in fulfillments of
The requirements for the bachelor degree of education (S.Pd)
Faculty of Education and Teacher Training
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MOTTO

وَاَنْ لَّيْسَ لِلْاِنْسَانِ اِلَّا مَا سَعٰىۙ[1]

"And that there is not for man except that [good] for which he strives."
(QS. An-Najm: 39)

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[1] Qur'an NU Online, "Surah An-Najm: 39", accessed 21 May 2026, https://quran.nu.or.id/an-najm/39

DEDICATION

With deepest gratitude to Allah SWT, the researcher dedicates this humble work to:

1. My beloved father, Mr. Ahmad Saifud, and my beloved mother, Mrs. Indawati, for their endless love, prayers, support, and sacrifices throughout my life and education.
2. My beloved sister, Diana Fitri, and my beloved younger sister, Zilviatul Jannah, for their support, encouragement, and motivation.
3. My family, friends, and all people who always encouraged and supported me in finishing this thesis.

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ACKNOWLEGMENT

In the name of Allah, the Most Gracious, the Most Merciful. All praises be to Allah SWT, the Lord of the worlds, who has bestowed His blessings, mercy, guidance, and strength upon the researcher so that this thesis entitled **"The Use of Task-Based Learning Model to Improve Students Writing Skill of The IX Grade at MTS Fathus Salafi Jember"** can be completed successfully as one of the requirements for obtaining the Bachelor Degree (S.Pd.) in the English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq Jember. Peace and salutation may always be upon the Prophet Muhammad SAW, who has guided human beings from the darkness into the brightness of Islam.

The researcher realizes that this thesis would not have been completed without the support, guidance, assistance, and encouragement from many people. Therefore, the researcher would like to express sincere gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember, who has provided the opportunity for the researcher to study at this university.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training of State Islamic University of Kiai Haji Achmad Siddiq Jember, who has facilitated the researcher during the study.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I., as the Head of Islamic Studies and Language Department, who has given permission and support to the researcher in conducting this research.
4. Dewi Nurul Qomariyah, S.S., M.Pd., as the Coordinator of the English Education Prgram, who has approved and facilitated the completion of this thesis.
5. Praptika Septi Femilia, M. Pd., as the supervisor, who has patiently provided guidance, suggestions, motivation, and support during the completion of this thesis.

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6. Nina Hayuningtyas, S.Pd., M.Pd., as the Academic Advisor, who has provided guidance, support, and motivation to the researcher during the academic study at State Islamic University of Kiai Haji Achmad Siddiq Jember.
7. All lecturers of the English Education Department of State Islamic University of Kiai Haji Achmad Siddiq Jember, who have educated, inspired, and provided valuable knowledge and experiences to the researcher during the study.
8. The principal, the English teacher, and the students of MTS Fathus Salafi Jember, for their permission, cooperation, support, and participation in this research.

Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected for the improvement of this thesis. Hopefully, this thesis can provide benefits and contributions for the readers and future researchers.

Jember, April 2026

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ABSTRACT

Ayyuf Riyadi, 2026: The Use of Task-Based Learning Model to Improve Students Writing Skill of The IX Grade at MTS Fathus Salafi Jember

Keywords: *writing skill, task-based learning, ninth grade students*

Writing is one of the important skills in English learning because it enables students to express ideas, thoughts, and information through written language. Based on preliminary study, many students still experience difficulties in generating ideas, organizing paragraphs, using appropriate vocabulary, and applying grammar correctly in descriptive writing. As a result, out of 32 students, only 4 students (14%) were able to achieve the minimum passing grade, while 28 students (86%) failed to meet the required standard. Task-Based Learning (TBLT) is a learning model that encourages students to actively complete meaningful tasks through discussion, collaboration, and real communication activities so that students can develop their ideas more easily in the writing process. In addition, the use of pre-writing activities can help students generate ideas and organize their thoughts before starting to write.

The problem of this research was formulated as follows: "How is the use of task-based learning model to improve students' writing skill of the IX graders at MTs Fathus Salafi Jember?" Based on the research problem, the objective of this study was to investigate how the use of task-based learning model is able to improve students' writing skill of the IX graders at MTs Fathus Salafi Jember.

This study employed Classroom Action Research (CAR) using the model proposed by Kemmis and McTaggart, which consisted of planning, action, observation, and reflection. The research was conducted in two cycles involving 32 ninth-grade students of MTs Fathus Salafi. The primary data of this research were obtained from the students' writing tests, while observation, interview, and document review were used as secondary data to support the research findings. The students' writing was assessed based on five aspects: content, organization, vocabulary, grammar, and mechanics. The results of the writing tests were then compared with the criteria of success, in which at least 70% of the students were expected to achieve the minimum passing grade.

The research was conducted in two cycles to improve the students' writing skill through the implementation of Task-Based Learning. In Cycle I, the percentage of students who achieved the minimum passing grade increased to 44% with the mean score of 68.43. However, the result had not yet achieved the criteria of success, which required at least 70% of the students to reach the minimum passing grade. Therefore, the research was continued to Cycle II. In Cycle II, 23 students (72%) successfully achieved the minimum passing grade with the mean score of 71.96, indicating that the criteria of success had been achieved. By implementing Task-Based Learning, the students showed improvement in their ability to organize and develop ideas in descriptive writing.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research problem, research objective, significance of the research, scope of the research, and definition of key terms.

A. Background of Study

Writing is a fundamental language skill that plays a crucial role in communication, academic development, and professional competence. It is a productive skill that enables individuals to express ideas, construct arguments, and organize information logically and coherently.[1] Moreover, writing strengthens critical thinking because learners must analyse information, evaluate evidence, and select appropriate vocabulary and grammar to convey meaning accurately. In academic contexts, writing is essential for completing assignments, examinations, and research projects, as it reflects students' understanding and mastery of subject matter.

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Through writing, individuals can express ideas, construct arguments, and hone their reflective and analytical thinking skills. In addition, writing skills also serve as a means of practicing accuracy, building reasoning skills, and developing critical thinking skills in organizing information and conveying messages effectively.[2] Therefore, writing is not only a tool for

[1] Pulak Bora, "Importance of Writing Skill to Develop Students' Communication Skill," *Journal for Research Scholars and Professionals of English Language Teaching* 7, no. 35 (2023), https://doi.org/10.54850/jrspelt.7.35.009.

[2] Ishan Pandya and Azim Saiyad, *From Struggle to Mastery: Writing as a Transformative Skill in Second Language Learning*, 67, no. 2 (2025).

expressing thoughts but also a key skill that contributes to intellectual growth, academic success, and career advancement.

Furthermore, Edberg emphasizes that writing is not merely a process of arranging words, but also a cognitive and social activity that encourages critical thinking through reflection and narrative imagination.[3] Writing allows individuals to re-evaluate their views, consider various perspectives, and discover new meanings from their experiences. Therefore, writing can be viewed as a productive skill that requires creativity and critical thinking simultaneously. Through writing, students not only learn to convey ideas, but also build metacognitive awareness of their thinking and language use, making writing a key tool in the formation of intellectual identity and the development of higher-order thinking skills.

In line with this, Islamic values also emphasize the importance of literacy and writing skills as the basis for the development of science. This is in accordance with the words of Allah SWT in Surah Al-Alaq verses 1–5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ (١) خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ (٢) اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ (٣) الَّذِيْ عَلَّمَ بِالْقَلَمِۙ (٤) عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ (٥)[4]

This verse emphasizes the importance of reading and writing as a means of acquiring knowledge, which is in line with the objectives of English language learning to foster literacy skills, critical thinking skills, and

[3] Hélène Edberg, *Creative Writing for Critical Thinking* (Springer International Publishing, 2018), https://doi.org/10.1007/978-3-319-65491-1.

[4] Al-Qur'an Online, "Surah Al-'Alaq 1-5", accessed 19 November 2025

language proficiency as a tool for understanding and disseminating knowledge.

On the other hand, the importance of English writing skills is also reflected in national education regulations, as stipulated in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 262/M/2022 concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education. In this decree, writing skills are defined as one of the main learning outcomes in English language education, which is oriented towards developing communication, critical thinking, and creativity skills in a global context.[5] Thus, writing in English language learning is not only aimed at producing texts, but also at enabling students to communicate ideas meaningfully, think critically, and use language appropriately in various contexts.

Despite its importance, writing is considered one of the most difficult skills for students to master in English as a foreign language. Many students experience difficulties in expressing ideas coherently due to linguistic, cognitive, and affective factors. Research conducted by Bulqiyah, Mahbub, and Nugraheni shows that college students still experience obstacles in writing essays, especially in terms of vocabulary mastery, grammar, and the ability to organize ideas systematically.[6] These difficulties are not only

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[5] Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia Nomor 262/M/2022 Tentang Perubahan Atas Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran.

[6] Suhaimah Bulqiyah et al., "Investigating Writing Difficulties in Essay Writing: Tertiary Students' Perspectives," *English Language Teaching Educational Journal* 4, no. 1 (2021): 61–73.

caused by linguistic limitations, but also by cognitive and affective factors, such as lack of confidence, anxiety in writing, and ineffective learning strategies. As a result, many students find it difficult to express their ideas in coherent writing that complies with academic rules.

A similar finding was also reported by Aminah and Supriadi, who explained that difficulties in writing among learners of English as a foreign language are caused by a lack of vocabulary, grammatical errors, and a low interest in reading. These factors have a direct impact on students' ability to construct correct sentences and coherent paragraphs. In addition, learning habits that are limited to memorizing sentence patterns without contextual understanding make it difficult for students to express ideas in an original and creative way.[7] Therefore, in the context of English language learning, writing skills need special attention with a more communicative, reflective, and integrated approach to literacy development so that students can write more effectively and meaningfully.[8]

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These general problems are also found among ninth grade students at MTs Fathus Salafi Jember. Based on the interview with the English teacher of MTs Fathus Salafi. The students had difficulties in generating and developing ideas when writing descriptive texts. Many students were confused about how to start their writing and how to describe animals systematically. Some students only wrote a few simple sentences because they lacked ideas and

[7] Mimin Aminah and Tri Fitri Supriadi, "Writing Difficulties Faced by English Foreign Language Students," *Jurnal Ilmiah Hospitally* 12, no. 1 (2023), https://doi.org/https://doi.org/10.47492/jih.v12i1.2663.

[8] Aminah and Fitri Supriadi, "Writing Difficulties Faced by English Foreign Language Students."

vocabulary related to the topic. In addition, the students often had problems organizing paragraphs, especially in separating the identification and description sections appropriately. The students also made many grammatical errors, particularly in the use of simple present tense, subject-verb agreement, and adjective placement. Furthermore, inappropriate word choice, spelling mistakes, capitalization, and punctuation errors were still frequently found in the students' writing. This condition indicates that students' writing skills are still low and require serious improvement.[9]

Based on interviews with English teachers at MTs Fathus Salafi, it was revealed that ninth-grade students still face some difficulties in writing accurate English texts. The students struggle to generate and develop ideas when writing descriptive texts. Many students are confused about how to begin their writing and how to describe animals systematically. Based on further observation, some students spend a long time thinking before writing because they do not know how to start their descriptive texts or what ideas to write about first.[10]

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Based on the students' writing score data obtained from the English teacher, it was found that students' writing achievement was still low. From 32 students in the observed class, consisting of 16 boys and 16 girls, most students' writing scores were still below the minimum standard score of 70. Only about 14% of the students achieved the passing grade, while the remaining 86% did not meet the required standard. This condition was also

[9] Tatin, Interviewed by researcher, 13 October 2025
[10] Observation at MTs Fathus Salafi Jember, 13 October 2025

supported by the students' writing test results, which indicated low achievement in writing skills and showed that students' writing ability was still weak and required serious improvement.[11]

This situation indicates that the teaching strategy used has not fully supported students in the writing process, especially in the preparation stage before writing. Students tend to start writing without clear ideas or planning, which results in low writing performance. Therefore, a more effective teaching strategy is needed to actively involve students in meaningful learning activities and help them develop ideas and organize their writing more systematically.

To overcome these problems, this study proposes the use of Task Based Learning as an alternative teaching strategy to improve students writing skills. In writing instruction, Task-Based Learning can be used to help studentevelop their writing skill through meaningful and communicative tasks. Through task-based activities, students are encouraged to generate ideas, organize information, and express their thoughts in written form based on real or meaningful contexts. This approach makes the writing process more interactive because students are actively involved in completing tasks individually or collaboratively. In addition, Task-Based Learning can support students in improving several aspects of writing, such as developing ideas, organizing paragraphs, and using appropriate language features. Therefore,

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[11] Mts Fathus Salafi, "Students Writing Score", 13 October 2025.

the integration of Task-Based Learning in writing instruction can create a more active and meaningful learning process for students.[12]

Brown explained that pre-writing activities are important to help students generate ideas, explore topics, and organize their thoughts before starting the actual writing process. Through activities such as brainstorming, listing ideas, and making simple outlines, students can prepare their ideas more systematically and develop their writing more effectively. Therefore, the integration of Task-Based Learning and pre-writing activities in writing instruction can create a more active and meaningful learning process for students.[13]

Ellis stated that Task-based learning allows students to be actively involved in the learning process through meaningful tasks that mimic real-world activities, so that learning becomes more relevant and interesting.[14] Richards & Rodgers also emphasized that this approach encourages direct student involvement in problem solving and the use of language or knowledge in authentic contexts.[15]

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In order to strengthen the discussion, the following section highlights some relevant previous studies about task-based learning model. A study conducted by Azizah, Kusrin, and Al Baekani in 2021 investigated the

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[12] Jeremy Harmer, *How to Teach Writing*, 9. impr, How To (Longman, Pearson Education, 2011).

[13] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2 ed. (Longman, 2001).

[14] Rod Ellis, *Task-Based Language Learning and Teaching*, 7. print, Oxford Applied Linguistics (Oxford Univ. Press, 2009).

[15] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis*, 1. publ., 13. pr, Cambridge Language Teaching Library (Cambridge Univ. Press, 1997).

implementation of Task Based Language Teaching in teaching descriptive writing to tenth grade vocational school students in Indonesia. Using a qualitative case study design, the researchers found that the application of Task Based Language Teaching through the stages of pre task, task cycle, and language focus increased students participation and encouraged more active involvement in writing activities.[16]

Similarly, Kaharuddin et al. in 2022 examined the effects of Task Based Language Teaching on students descriptive writing skills in an Indonesian EFL context. The study employed a mixed method approach and revealed a significant improvement in students writing performance after the implementation of Task Based Language Teaching. The findings also highlighted the importance of teacher strategies and classroom environment in supporting students writing development.[17]

At the junior high school level, Rapini in 2022 conducted a classroom-based study that focused on the implementation of Task Based Learning in teaching writing. The results indicated that students writing skills in descriptive and procedural texts improved after the application of task-based activities. This study emphasized the effectiveness of Task Based

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[16] An Nida Nur Azizah et al., "The Implementation of Task-Based Language Teaching on Writing Descriptive Text," *Journal of Languages and Language Teaching* 9, no. 4 (2021): 488, https://doi.org/10.33394/jollt.v9i4.4245.

[17] Kaharuddin et al., "Examining the Skill in Writing Descriptive Text Among Indonesian Learners of English: The Effects of Task-Based Language Teaching (TBLT)," *Journal of Language Teaching and Research* 13, no. 1 (2022): 46–57, https://doi.org/10.17507/jltr.1301.06.

Learning in enhancing students writing achievement at the lower secondary level.[18]

In addition, Prasansaph in 2024 investigated the use of Task Based Learning combined with graphic organizers in developing students writing skills. The study found that students were able to produce more structured and coherent writing after engaging in task-based activities. This suggests that Task Based Learning supports students in organizing ideas more effectively during the writing process.[19]

Based on the review of previous studies, it is evident that Task Based Learning has been widely applied and proven effective in English language teaching, particularly in improving student performance in descriptive text learning. Nevertheless, most of these studies focus primarily on students final writing products or score improvement, rather than on the writing process itself.

Moreover, the pre task stage in Task-Based Learning is often used only to introduce the topic or task, without sufficient emphasis on pre writing activities such as idea generation and text organization. As a result, students may still face difficulties in starting their writing and developing ideas systematically.

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[18] Ni Komang Rapini, "Implementing Writing Through a Task-Based Learning in the Junior High School" (Thesis, Universitas Pendidikan Ganesha, 2022).

[19] Soranabordin Prasansaph, "The Effects of a Task-Based Learning Approach and a Graphic Organizer Technique on the Development of Teacher Professional Competency in English Reading and Writing Skills of Student Teachers," *LEARN Journal: Language Education and Acquisition Research Network* 17 (2024): 863–94.

Therefore, this research tries to fill the gap in previous studies by focusing on strengthening the pre-writing stage within the Task-Based Learning framework through Classroom Action Research. This study emphasizes the process of preparing and organizing ideas before writing, rather than focusing solely on the final writing outcome.

B. The Problem of The Research

Based on the problems that exist in the background above, it can be formulated that the problems in the research are as follows:

How is the use of task-based learning model to improve students' writing skill of the IX graders at MTs Fathus Salafi Jember?

C. The Objective of The Research

Based on the research background and research problems, the following research objectives were formulated:

To investigate how the use of task-based learning model is able to improve students' writing skill of the IX graders at MTs Fathus Salafi Jember.

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D. The Significance of The Research

1. Theoretically Significance

Theoretically, this research is expected to support the theory of Task-Based Language Teaching (TBLT), particularly the importance of the pre-writing stage in writing instruction. This research emphasizes that the integration of Task-Based Learning with pre-writing activities can

help students generate and organize ideas more effectively before starting the writing process, which ultimately improves their writing skills.

2. Practically Significance

a. For teachers

This research can serve as a reference for English teachers in applying Task-Based Learning more effectively to improve students' writing ability.

b. For Future Researchers

This study can serve as a useful reference for future researchers who wish to conduct similar studies using Classroom Action Research, particularly those focusing on the application of Task-Based Learning in improving other language skills or different text genres.

E. Limitation of Study

This study is limited to the English subject taught to ninth-grade students of MTs Fathus Salafi Jember. The research will be conducted only in class IX during the academic year 2025–2026. Therefore, the findings of this study are limited to students at this grade level and cannot be generalized to students in other grades.

This study focuses only on writing skills, particularly on pre-writing process of descriptive texts. The writing material is limited to descriptive texts with the theme of animals, which is taught in the English subject for

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ninth-grade students at MTs Fathus Salafi Jember. Other English skills and text types are not discussed in this study.

F. Definition Key Term

1. Writing Skill

   Writing skill in this study refers to the students' ability to express ideas in written form, especially in constructing descriptive texts with generic structure, content, vocabulary, and grammatical accuracy. The writing process in this study includes three stages: pre-writing, while-writing, and post-writing. Pre-writing focuses on generating and organizing ideas before writing, while-writing emphasizes the process of developing ideas into descriptive paragraphs, and post-writing involves revising and editing the writing to improve clarity, coherence, and accuracy.

2. Descriptive Text

   Descriptive text is a type of text that aims to describe animal in detail so that the reader can clearly imagine it. In this study, the descriptive texts used focus on animals, especially poultry, reptiles, and mammals. The descriptive text consists of two main parts: identification, which introduces the animal as the topic, and description, which explains the characteristics, appearance, and specific features of the animal in detail.

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3. Task-Based Learning

Task Based Learning in this study refers to a student-centered learning approach that is implemented through a structured writing task model integrating pre-writing, while-writing, and post-writing stages, with particular emphasis on the pre-writing stage as the main focus of instruction. The pre-writing stage is conducted through an Idea Generation and Planning Task, which focuses on brainstorming, identifying descriptive indicators, and planning the content of the text to help students prepare ideas before writing. The while-writing stage applies a Collaborative Descriptive Writing Task, in which students work together to organize ideas and produce descriptive texts based on given indicators. The post-writing stage is carried out through a Reflection and Revision Task, which involves peer feedback, teacher-guided correction, and text revision to improve the quality of students' writing.

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CHAPTER II
LITERATURE REVIEW

This chapter consists of the theory of writing skill, the process of writing, descriptive text, Task-Based Learning, pre-writing activities, previous related studies, and the conceptual framework of the research. The theories presented in this chapter are used as the foundation to explain how Task-Based Learning combined with pre-writing activities can improve students' writing skill in descriptive text

A. Previous Studies

1. Azizah, Kusrin, and Al-Baekani, 2021, The Implementation of Task□Based Language Teaching on Writing Descriptive Text, *Journal of Languages and Language Teaching*.[21]

   This study was motivated by the low response of 10th grade vocational school students to descriptive text writing lessons in Karawang, Indonesia, and the need to know how TBLT is implemented and how students respond to it. The purpose of this study was to determine the implementation of TBLT in descriptive text writing lessons and student responses to its application. The research method was a case study (qualitative) with several tenth-grade students as subjects, and data collection was conducted through observation, interviews, and documentation. The results of the study show that the application of TBLT

[21] Azizah et al., "The Implementation of Task-Based Language Teaching on Writing Descriptive Text."

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with the stages of pre-task, task cycle, and language focus increases student participation, positive responses, and improvements in writing activities. In conclusion, the implementation of TBLT in descriptive texts can increase student engagement and their writing skills, making it suitable for application in the context of writing learning.

2. Marlena, 2021 The Effectiveness of Using Task Based Learning Method on Students' Reading Comprehension on Descriptive Text at The Eleventh Grade of Sman 1 Tanjung Raja in The Academic Year Of 2020/2021, Thesis Universitas Raden Intan.[22]

   The background of this research highlights that many students struggle to understand English texts due to conventional teaching methods focusing mainly on grammar and vocabulary rather than comprehension. To address this issue, the researcher implemented TBLT, which emphasizes meaningful tasks that encourage active participation and communication. Using a quantitative experimental design with pre-test and post-test control groups, the study involved eleventh-grade students selected through cluster random sampling, and data were collected using reading comprehension tests. The findings showed a significant improvement in the post-test scores of the experimental group, indicating that the use of TBLT effectively enhanced students' reading comprehension. It was concluded that Task-Based Learning is an effective

[22] Marlena, "The Effectiveness of Using Task Based Learning Method on Students' Reading Comprehension on Descriptive Text at the Eleventh Grade of Sman 1 Tanjung Raja in the Academic Year of 2020/2021" (Thesis, Universitas Raden Intan, 2021).

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method for promoting student engagement and improving comprehension in learning English descriptive texts.

3. Kaharuddin et al., 2022, Examining the Skill in Writing Descriptive Text Among Indonesian Learners of English: The Effects of Task□Based Language Teaching (TBLT), *Journal of Language Teaching and Research*.[23]

This study aims to examine the effect of TBLT on the descriptive writing skills of English students at MA Madani Alauddin Pao-Pao, Gowa, using an explanatory-sequential (mixed) method. The specific objectives are: (1) to determine the difference in scores before and after the TBLT intervention, (2) to identify the factors that influence students' writing skills. Quantitative methods (pre-test/post-test) and interviews were used; the subjects were 27 students. The results showed that there was a significant difference between the experimental group (mean 64.85) and the control group (mean 55.03) with $t = 5.846$ ($p < 0.001$). Interviews revealed five determining factors: student interest, teacher strategies, teacher media, classroom environment, and student learning strategies. In conclusion, TBLT significantly improved EFL students' descriptive writing skills, and teachers should provide more opportunities for this method.

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[23] Kaharuddin et al., "Examining the Skill in Writing Descriptive Text Among Indonesian Learners of English."

4. Ni Komang Rapini, 2022, Implementing Writing Through a Task□Based Learning in The Junior High School, Thesis, Universitas Pendidikan Ganesha.[24]

   This study was conducted at SMP Negeri 4 Sawan with a classroom research design (descriptive & quantitative). The purpose of the study was to describe the task-based language teaching (TBLT) process and assess students' writing skills after implementation. The data collection methods were writing tests and task-based learning scenarios. The results show that the implementation of task-based language teaching (TBLT) helps students improve their descriptive and procedural paragraph writing skills based on seven indicators: title, topic sentence, topic sentence development, supporting sentences, grammar, diction, and mechanics. The average for descriptive paragraphs was 87.94 (SD 7.15) and for procedural paragraphs was 93.51 (SD 6.95). In conclusion, TBLT has helped junior high school students improve their writing, especially in descriptive and procedural paragraphs.

5. Soranabordin Prasansaph, 2024, The Effects of a Task-Based Learning Approach and a Graphic Organizer Technique on the Development of Teacher Professional Competency in English Reading and Writing Skills

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[24] Rapini, "Implementing Writing Through a Task-Based Learning in the Junior High School."

of Student Teachers, *LEARN Journal: Language Education and Acquisition Research Network*.[25]

This study was motivated by students' difficulties in organizing ideas in a logical and coherent manner in writing. The study used a quasi-experimental design with two groups of students, namely an experimental group taught using TBLT with the help of graphic organizers and a control group taught using conventional methods. The results showed that the application of TBLT significantly improved the structure, coherence, and content quality of students' writing. The researchers concluded that the integration of TBLT and graphic organizers was effective in helping students develop more focused and communicative writing skills.

Table 2. 1
differences and similarities with previous studies

No	Researcher & Year	Similarities	Differences
1	2	3	4
1	Azizah, Kusrin, & Al-Baekani (2021) "The Implementation of Task-Based Language Teaching on Writing Descriptive Text"	- Both studies apply Task-Based Language Teaching (TBLT) in teaching descriptive text writing. - Both adopt the Willis framework (pre-task, task cycle, language focus) and emphasize communicative tasks to enhance students' participation in writing activities.	- The previous study uses a qualitative case study focusing on the implementation process and students' responses, while the present study applies Classroom Action Research (CAR) to improve students' writing achievement. - The previous study does not explicitly focus on pre-writing activities, whereas the present study emphasizes pre-writing as the main intervention to help students generate and organize ideas.
2	Marlena (2021) "The Effectiveness of Using	- Both studies employ Task-Based	- The previous study focuses on reading comprehension (receptive

[25] Prasansaph, "The Effects of a Task-Based Learning Approach and a Graphic Organizer Technique on the Development of Teacher Professional Competency in English Reading and Writing Skills of Student Teachers."

No	Researcher & Year	Similarities	Differences
1	2	3	4
	Task-Based Learning on Students' Reading Comprehension on Descriptive Text"	Language Teaching (TBLT) and use descriptive texts as learning material. - Both emphasize meaningful tasks to support English language learning.	skill) using an experimental design, whereas the present study focuses on writing skills (productive skill) using CAR. - The previous study emphasizes understanding text input, while the present study emphasizes text production, idea development, and organization through pre-writing.
3	Kaharuddin et al. (2022) "Examining the Skill in Writing Descriptive Text Among Indonesian Learners of English: The Effects of TBLT"	- Both studies investigate the effects of TBLT on students' descriptive writing skills in the Indonesian EFL context. - Both demonstrate that TBLT significantly improves students' writing performance through authentic communicative tasks.	- The previous study applies a mixed-method explanatory design focusing on score differences and influencing factors, whereas the present study applies Classroom Action Research focusing on pedagogical improvement within the classroom. - The present study places greater emphasis on pre-writing as a cognitive and organizational foundation, which is not the main focus of the previous study.
4	Rapini (2022) "Implementing Writing Through Task-Based Learning in Junior High School"	- Both studies use Task-Based Learning to improve junior high school students' writing skills. - Both assess writing based on content, organization, vocabulary, grammar, and mechanics, and both report improvement in students' descriptive writing.	- The previous study focuses primarily on final writing products and covers more than one genre, while the present study focuses specifically on descriptive text and emphasizes the writing process, particularly pre-writing activities such as brainstorming and outlining. The present study explicitly integrates Process Writing theory within TBLT, which is not highlighted in previous study
5	Prasansaph (2024) "The Effects of a Task-Based Learning Approach and a Graphic Organizer Technique on the Development of Writing Skills"	- Both studies emphasize task-based learning to help learners organize ideas and produce coherent writing. - Both recognize that students' main difficulty lies in structuring ideas logically before writing.	- The previous study integrates TBLT with graphic organizers in a quasi-experimental design involving student teachers, whereas the present study integrates TBLT with pre-writing activities (brainstorming, vocabulary preparation, outlining) in a Classroom Action Research design at the junior high school level. The present study focuses on classroom-based reflective improvement, not comparative experimental outcomes.

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Based on the previous studies, it can be seen that Task-Based Learning has been widely used to improve students' writing skills, particularly in developing ideas, organizing texts, and increasing students' participation in the writing process. Previous studies also showed that collaborative tasks, revision activities, and feedback play important roles in supporting students' writing development. In addition, most studies applied descriptive writing and used Classroom Action Research as the research design.

However, this research is different from the previous studies because it specifically focuses on strengthening the pre-writing stage within the Task-Based Learning framework. While previous studies mainly discussed Task-Based Learning as a general writing approach, this study emphasizes idea generation and planning activities before students begin writing. This focus is important because students were found to experience difficulties in preparing and organizing ideas before producing descriptive texts.

Therefore, this research tries to fill the gap in previous studies by examining how the optimization of pre-writing activities in Task-Based Learning can help students improve their descriptive writing skills, especially in generating, developing, and organizing ideas more effectively before the writing process begins.

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B. Theoretical Framework

1. Writing Skill

a. The Definition of Writing Skill

Writing skill is one of the essential language skills conveyed through written form. Harmer explained that writing serves as a means of communication that allows individuals to express their thoughts, ideas, and emotions without requiring direct interaction.[26]

Furthermore, Jhon M. Lannon argued that writing is a fundamental skill for conveying thoughts, opinions, and messages. Through writing, individuals can articulate their perspectives effectively. Jhon M. Lannon emphasize that writing enables students to think critically and construct their ideas in a structured manner.[27]

Based on several expert above, writing is a skill used to convey messages through written form. It not only serves as a means of communication but also plays a significant role in developing critical thinking.

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b. Paragraph Writing

Paragraph writing is a writing skill that requires the writer to develop a single main idea into several interconnected sentences that form a coherent whole. In writing, paragraphs play a crucial role

[26] Jeremy Harmer, *The Practice of English Language Teaching: With DVD*, 4. ed., 8. impression, Always Learning (Pearson Education, 2013).

[27] John M. Lannon, *The Writing Process: A Concise Rhetoric*, 7th ed, Special Edition Series (Longman, 2001), 2.

because they serve as a vehicle for conveying ideas in a way that is more structured, clear, and easy for readers to understand.

According to Oshima and Hogue, a paragraph is a group of sentences focused on a single main idea, supported by explanatory sentences. This main idea is typically stated in the topic sentence, then clarified through relevant explanations, examples, or reasons, thereby forming a cohesive unit of meaning.[28]

Additionally, a good paragraph must possess unity and coherence. Unity means that all sentences in the paragraph must address a single main topic without straying into other ideas, while coherence means that the sentences must be arranged logically and flow smoothly so that they are easily understood by the reader. Thus, paragraph writing emphasizes not only sentence construction but also the ability to organize ideas systematically.[29]

c. Process of Writing

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According to Harmer, writing is a process that consists of three main stages: pre-writing, while-writing, and post-writing. These stages help students develop their ideas systematically and improve the quality of their writing.[30]

[28] Alice Oshima and Ann Hogue, *Writing Academic English*, 3. ed., [Nachdr.], The Longman Academic Writing Series (Longman, 2006).
[29] Oshima and Hogue, *Writing Academic English*.
[30] Harmer, *The Practice of English Language Teaching*.

1. Pre-writing Stage

   Pre-writing is the stage where students prepare and organize their ideas before starting to write. At this stage, students can generate ideas through brainstorming, discussions, observations, or listing important points related to the topic. Teachers also guide students in determining the topic and organizing ideas so that the writing has a clear direction. In this research, pre-writing activities were emphasized to help students develop ideas about animals such as poultry, reptiles, and mammals before writing descriptive texts.

2. While-writing Stage

   While-writing is the process of developing and organizing ideas into paragraphs. At this stage, students begin writing descriptive texts by focusing on the content and organization of ideas. Students are encouraged to express their ideas freely based on the results of the pre-writing activities. Through Task-Based Learning activities, students actively complete meaningful tasks that help them construct descriptive paragraphs more effectively.

3. Post-writing Stage

   Post-writing is the stage where students review and improve their writing after completing the draft. In this stage, students check the organization of ideas, grammar, vocabulary,

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spelling, and punctuation to make the text clearer and more understandable. Teachers may also provide feedback to help students improve their writing quality. This stage helps students produce better descriptive texts and develop their writing skills continuously.

d. Assessment of Writing

In assessing writing skills, Hyland emphasizes that the quality of a text can be seen through several aspects related to the purpose of communication, accuracy of language use, and the writer's ability to develop ideas in a contextually appropriate manner.[31] These aspects help teachers evaluate the extent to which students are able to express their ideas effectively to readers.

1) Content

The first aspect assessed is the relevance and depth of the content. Hyland states that good writing must convey clear, focused ideas that support the communicative purpose in a particular context.[32] Good content demonstrates the student's ability to select important information and present it in a logical pattern. In a similar vein, Brown adds that the content of the writing must have a connection between ideas and demonstrate the writer's understanding of the topic.[33] Thus, the content aspect

[31] Ken Hyland, *Teaching and Researching Writing*, Fourth edition, Applied Linguistics in Action (Routledge, Taylor & Francis Group, 2022), 95–96.
[32] Hyland, *Teaching and Researching Writing*, 134.
[33] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 358.

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assesses whether students are able to convey the core message accurately and meaningfully to readers.

2) Organization (Coherence and Text Structure)

The assessment also covers students' ability to organize texts systematically. Hyland explains that the structure of writing is an important part of the genre that students must understand so that ideas flow coherently.[34] Well-organized writing will have a clear opening paragraph, coherent development of ideas, and a conclusion that summarizes the purpose of the text. Brown supports this view by emphasizing the importance of unity and coherence in paragraphs through the appropriate use of discourse markers so that the text is easy for readers to follow.[35]

3) Vocabulary and Lexical Resource (Word Choice)

Hyland emphasizes that the ability to choose appropriate vocabulary is an indicator of a writer's competence in adapting their writing to the purpose of communication and the context of the genre.[36] Appropriate word choice can increase the accuracy and power of the message in writing. Brown also emphasizes that vocabulary variety reflects the student's ability to express

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[34] Ken Hyland, *Genre and Second Language Writing*, Michigan Series on Teaching Multilingual Writers (University of Michigan Press, 2004), 27–28.

[35] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 356–57.

[36] Hyland, *Teaching and Researching Writing*, 120–21.

ideas in a variety of ways without excessive repetition.[37] Therefore, this aspect assesses the accuracy, variety, and appropriateness of vocabulary in the student's text.

4) Grammar and Language Accuracy

According to Hyland, language accuracy is important so that readers can understand the message clearly without any obstacles.[38] Grammatical errors can affect meaning and interfere with reader comprehension. Brown states that assessment of grammar includes the ability to form effective sentences, use tenses appropriately, and maintain consistency in language structure throughout the text.[39] Thus, this aspect assesses students' accuracy in applying language rules correctly in writing.

5) Mechanics (Spelling, Punctuation, and Capitalization)

Hyland acknowledges that mechanical elements in writing, such as spelling and punctuation, serve to maintain the readability of the text.[40] This aspect supports the clear and professional delivery of messages. Brown also explains that mechanical assessment ensures that writing is free from technical errors that can reduce the quality of written

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[37] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 360.
[38] Hyland, *Teaching and Researching Writing*, 118.
[39] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 358–59.
[40] Hyland, *Teaching and Researching Writing*, 122.

communication.[41] Therefore, this aspect is an important foundation in the final assessment of students' writing skills.

e. The Concept of Descriptive Text

According to Boru Rambe , descriptive text is text that presents information in the form of a description of something, such as an object, animal, person, or other thing by describing a place, object, person, or other thing, we can provide information related to the subject.[42] For example, when describing a place, the information conveyed is not only about its location or name, but also about the atmosphere, environmental conditions, and uniqueness of the place, so that readers can imagine and understand the place more clearly.

2. Taks-Based Learning

a. Definition and Purpose of Task Based Learning.

A task is an activity or action carried out as a result of processing or understanding language. According to Jack Richard and Richard Schmit, a task (in teaching) is an activity designed to help achieve a particular learning objective.[43]

Based on the definition above, task-based learning is a student-centered learning model, where the teacher acts as a facilitator. This approach provides opportunities for students to learn language and develop skills through collaboration. In this learning,

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[41] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 361.
[42] Ferdika Rahmawati Boru Rambe, *English Language Learning Materials* (UWKS Press, 2022), 45.
[43] Jack Croft Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. (Longman, 2010).

students use the target language to communicate and complete tasks. The tasks given reflect real situations, so that students experience the use of language in real contexts.

b. The Structural Framework of Task-Based Learning

Task-Based Learning is a learning model that places tasks at the core of learning activities. This model was developed by Jane Willis, who uses communicative tasks as the main means for learners to use language meaningfully in real contexts in learning.[44] Thus, the following explanatory framework is an adaptation of Willis' understanding of the Task-Based Learning model.

1) Pre-Task Phase

This phase aims to activate students' prior knowledge and build interest before the main learning activities.[45]

a) Brainstorming

The teacher will show several interesting and unfamiliar pictures related to adjective indicators such as color, shape, and size. Students will mention vocabulary that matches the indicators. This activity will help students become familiar with adjective vocabulary needed for writing descriptive texts.[46]

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[44] Dave Willis and Jane R. Willis, *Doing Tasked-Based Teaching* (Oxford University Press, 2007), 19.

[45] Jane R. Willis, *A Framework for Task-Based Learning*, 1. publ., 9. impr, Longman Handbooks for Language Teachers (Longman, 2005), 12.

[46] Willis, *A Framework for Task-Based Learning*, 22.

b) Modelling

The teacher will explain what a descriptive text is and how to write a paragraph using PowerPoint. The teacher will also introduce adjective vocabulary and will demonstrate how to use adjectives in sentences. Students will listen carefully and will take notes.[47]

c) Questioning

Students will be encouraged to ask questions about vocabulary, adjectives, or paragraph structure they do not understand. This activity will help clarify students' understanding early in the lesson.[48]

d) Linguistic Scaffolding

Students will write five sentences using adjectives based on a fauna topic. The teacher will limit the topic to certain animal categories, such as mammals, reptiles, or birds, to guide students. This activity will prepare students for writing a full descriptive text.[49]

2) Task-Cycle

This phase will be the core activity where students will actively produce descriptive texts.[50]

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[47] Willis, *A Framework for Task-Based Learning*, 22.
[48] Willis, *A Framework for Task-Based Learning*.
[49] Willis, *A Framework for Task-Based Learning*, 22.
[50] Willis, *A Framework for Task-Based Learning*, 13.

a) Task Setup

The teacher divides students into groups of four. Each group receives a picture of an animal based on a specific category. Groups are not allowed to share information about their picture with other groups. The teacher will divide students into groups of four. Each group will receive a picture of an animal based on a specific category. Groups will not be allowed to share information about their picture with other groups.

b) Task Phase

Two students will list adjectives that describe the animal in the picture. Meanwhile, the other students will create sentences using those adjectives without mentioning the animal's name.

c) Planning and Drafting

Group members will work together to write a descriptive text based on given indicators, such as color, size, body shape, habitat, habits, and unique features, without naming the animal.

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d) Peer Feedback

Students will discuss their texts within the group and will give feedback to each other. The discussion will focus on the structure of descriptive texts and the use of adjectives.[51]

e) Presentation and Negotiation

Each group will present their text by reading it aloud. Other students will guess the type of animal by asking simple questions, such as whether the animal is a reptile or a herbivore.[52]

3) The Language Focus Phase

Each group will present their text by reading it aloud. Other students will guess the type of animal by asking simple questions, such as whether the animal is a reptile or a herbivore.[53]

a) Correction

The teacher will review students' writing and will discuss examples of good sentences and areas that need improvement, especially text structure and grammar.[54]

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[51] Willis, *A Framework for Task-Based Learning*, 14.
[52] Willis, *A Framework for Task-Based Learning*, 13.
[53] Willis, *A Framework for Task-Based Learning*, 13.
[54] Willis, *A Framework for Task-Based Learning*, 23.

b) Error Analysis

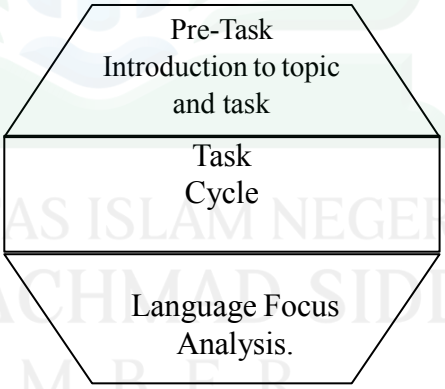
The teacher will review the initial material and will guide students to analyze errors in their descriptive texts related to content, structure, and adjective use.[55]

c) Individual Practice

Students will write a descriptive text individually about an animal they know. The teacher will limit the animal categories to help students choose a topic more easily.[56]

d) Focused Practice

The teacher will provide specific exercises, such as identifying adjectives in textbook examples and reviewing sentence patterns for further practice at home.[57]



Picture 2. 1 Jane Wills' Task-Based Learning Model Framework
Source: Jane Willis, 2005

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[55] Willis, *A Framework for Task-Based Learning*, 23.
[56] Willis and Willis, *Doing Tasked-Based Teaching*, 19.
[57] Willis, *A Framework for Task-Based Learning*, 22.

c. The Advantages and Disadvantages of Task Based Learning

1. The Advantages of Task Based Learning

a) Task-based learning gives students the opportunity to learn vocabulary. Usually, teachers only explain vocabulary at the pre-task stage without actively involving students, so the words are easily forgotten. Therefore, it is good for students if teachers think of creative ways to engage students in the initial task.[58]

b) Task-based learning helps learners to express ideas spontaneously in writing. Learners are free to use vocabulary and grammatical structures that they master or want to try out in writing. This provides students opportunities to apply their language knowledge meaningfully while focusing on message delivery.[59]

c) Automation: Automation for language learning is defined as more efficient, more accurate, and more stable performance. Task-based learning provides repeated language exposure and practice through communicative tasks, which supports fluency development naturally.[60]

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[58] Willis, *A Framework for Task-Based Learning*, 3.
[59] David Nunan, *Designing Tasks for the Communicative Classroom*, Cambridge Language Teaching Library (Cambridge University Press, 1989), 22.
[60] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 233.

2. The Disadvantages of Task Based Learning

   a) Time consuming. Task-based learning requires more complex planning, execution, and feedback phases, making it more time-demanding than traditional classroom instruction.[61]

   b) Sometimes the teacher's understanding and the assignment are different. As a result, students have difficulty meeting the demands of thinking, language, and writing structure expected by the teacher. If teachers lack experience in task design and scaffolding, task outcomes may not optimally support writing development.[62]

To address these weaknesses, teachers will need to carefully plan assignments and will provide students with clear scaffolding. Time constraints will be minimized by designing structured assignments that will be appropriate to students' abilities and will be aligned with learning objectives, thereby making learning more effective and efficient. Furthermore, teachers will provide clear instructions, examples, and writing models to ensure a shared understanding of thinking demands, language use, and writing structure.

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[61] Jack C. Richards and Theodore S. Rodgers, eds., *Approaches and Methods in Language Teaching*, Online-Ausg, Cambridge Language Teaching Library (Cambridge University Press, 2001), 95.

[62] Ellis, *Task-Based Language Learning and Teaching*, 22.

Description tells how something looks or sounds or tastes or smells. Husna states that descriptive text consists of two important components, namely identification and description.[63]

a) Identification

Identification is the initial part of a descriptive text that usually contains an introduction or opening about the topic to be described. For example, in describing a location, the identification section presents general information about the place. Identification is the initial stage in descriptive text that provides an initial overview before entering the core of the description. This section generally contains the name, title, or basic information needed to introduce the subject to the reader. Identification aims to establish the direction or focus of the text, so that the reader can understand the topic that will be discussed and explained in more detail in the following sections.[64]

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b) Description

The next structure in descriptive text is the core part called description. In this section, the writer describes in detail the object that is the focus of the discussion. In general, description aims to convey in-depth information about

[63] Taufiqur Rohman, *Teks Dalam Kajian Struktur Dan Kebahasaan* (Pilar Nusantara, 2017), 12.

[64] Manfred Görlach, *Text Types and the History of English*, Trends in Linguistics 139 (Mouton de Gruyter, 2004), 22.

something. The description section consists of three elements, namely the location, the quality of the place, and the characteristics.[65] For example, if a descriptive text describes a place, it should contain three parts: the first is to explain where the place is, the second is to describe the quality of the place, and the third is to describe the characteristics of the place. Each part should have detailed information and should be described according to the information available.

3. Task-Based in Writing

Task-Based Language Teaching (TBLT) has a strong relationship with writing skills because this approach views writing as a meaningful communicative activity rather than merely a grammar-focused exercise. In TBLT, writing is integrated into communicative tasks that require learners to develop ideas, organize information, and convey meaning in written form based on specific contexts. Willis explains that tasks in TBLT are designed to promote natural language use through a focus on meaning, which aligns closely with the writing process that emphasizes idea development and textual coherence.[66]

Furthermore, the stages of TBLT support the development of writing skills in a systematic and gradual manner. According to Willis, the TBLT framework consists of three main stages such as pre-task, task

[65] Görlach, *Text Types and the History of English*, 14.
[66] Willis and Willis, *Doing Tasked-Based Teaching*.

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cycle, and language focus.[67] In the pre-task stage, learners receive input such as model texts, vocabulary, and explanations of text structure. During the task cycle, learners engage in collaborative writing activities, discussion, and negotiation of meaning, which help them improve content development and organization. The language focus stage then allows teachers to provide feedback and explicit attention to linguistic features, enabling learners to refine grammatical accuracy and text structure.

TBLT is considered effective for teaching writing because it enhances learners' motivation and confidence. By prioritizing task completion over immediate grammatical accuracy, learners feel less anxious and more willing to express their ideas in writing. This perspective is supported by Ahmadian and Long, which highlights the role of interaction, scaffolding, and feedback in helping learners develop writing skills in terms of both fluency and accuracy.[68] Therefore, TBLT offers a balanced and effective framework for improving writing skills in language learning contexts.

Ilham emphasizes the importance of task design in supporting writing development, particularly tasks that involve planning, drafting, and revising.[69] His systematic review shows that writing tasks that

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[67] Willis, *A Framework for Task-Based Learning*.

[68] Mohammad Javad Ahmadian and Michael H. Long, eds., *The Cambridge Handbook of Task-Based Language Teaching*, Cambridge Handbooks in Language and Linguistics (Cambridge University Press, 2021).

[69] Ilham, "Integrating Task-Based Language Teaching with Digital Tools to Enhance Writing Skills in EFL Classrooms: A Systematic Literature Review," *IDEAS: Journal on English*

include modeling activities, collaborative work, and revision stages support students in handling the complexity of writing and enhance their understanding of text structure and content development. These findings suggest that TBLT is effective when writing tasks are sequenced progressively from idea preparation to full text production.

Helaluddin et al. highlight the role of interaction and collaboration in task-based writing instruction. Their study shows that collaborative writing tasks enable learners to exchange ideas, negotiate meaning, and receive feedback, which significantly improves content quality and coherence in students writing.[70] Interaction in task-based activities functions as scaffolding that supports learners in transforming ideas into structured written texts.

Furthermore, Fadlilaturrohmah and Shofiyuddin report that Task Based Language Teaching enhances student motivation and confidence in writing. Their findings indicate that task-based activities reduce writing anxiety because learners are encouraged to complete meaningful tasks rather than focus immediately on linguistic accuracy.[71] This positive learning atmosphere enables students to express ideas more freely and develop writing fluency.

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Language Teaching and Learning, Linguistics and Literature 13, no. 2 (2025): 6469–84, https://doi.org/10.24256/ideas.v13i2.6798.

[70] Helaluddin Helaluddin et al., "The Effect of Task-Based Language Teaching on University Students' Writing Ability and Metacognitive Awareness," *Journal of Languages and Language Teaching* 12, no. 4 (2024): 1939, https://doi.org/10.33394/jollt.v12i4.12543.

[71] Annisa Fadlilaturrohmah and Muh Shofiyuddin, "Task-Based Language Learning in Action: Improving Writing Skill among Eighth-Grade Students at an Indonesian Islamic School," *International Journal of Research in Education* 5, no. 2 (2025): 255–65, https://doi.org/https://doi.org/10.26877/ijre.v5i2.1939.

Kalukar concludes that Task Based Language Teaching provides a comprehensive framework for writing instruction by integrating planning, text production, collaboration, and revision. His study confirms that TBLT not only improves students writing outcomes but also fosters positive attitudes toward writing, making it an effective approach for EFL writing classroom.[72]

Khezrinejad explains that the use of pre writing activities in task based learning provides significant advantages in improving students writing performance because it prepares learners cognitively before they engage in the main writing task. In his study, pre task conditions such as planning activities, idea generation, and topic familiarization help students understand the task requirements, organize ideas, and reduce cognitive load during the writing process. As a result, students are able to focus more on content development and text organization when completing the writing task. The findings show that students who receive adequate pre writing preparation produce written texts that are more coherent, well structured, and relevant to the task objectives. Moreover, pre writing activities increase students' confidence and readiness to write, leading to longer texts with clearer main ideas and better paragraph development.[73]

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[72] Ventje Jany Kalukar, "Exploring the Effectiveness of Task-Based Language Teaching Method in Improving Narrative Text Writing Skills among University Students," *International Journal for Science Review* 2, no. 7 (2025), https://doi.org/10.71364/ijfsr.v2i7.63.

[73] Maryam Khezrinejad et al., "The Effects of Pre-Task Conditions on EFL Learners' Cognitive Processes and Writing Performance," *Teaching English Language Journal* 19, no. 1 (2024): 353–87, https://doi.org/https://doi.org/10.22132/tel.2024.401334.1477.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher explains the research method used in this study. This chapter discusses the research design, research setting, research participants, research procedures, data collection techniques, research instruments, and data analysis method.

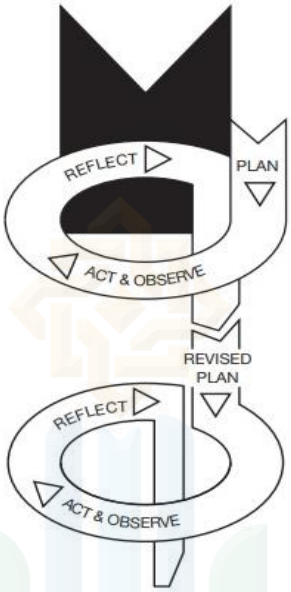
A. Research Design

The design of this research was classroom action research. Classroom action research is a reflective process aimed at solving specific teaching and learning problems to improve educational practice. Bassey states that action research is an investigation conducted to understand, evaluate, and improve practice in education.[74] It is carried out to solve problems and to provide information for improving local classroom practice. The main stages of classroom action research include planning, implementing actions, observing, and reflecting.

In this study, the researcher collaborated with the English teacher to identify and solve problems in students' writing skills. This research was conducted at MTs Fathus Salafi Jember with the aim of improving students' writing skills through the optimization of the pre-writing stage in Task-Based Learning. According to Kemmis and McTaggart, classroom action research

[74] Valsa Koshy, *Action Research for Improving Practice: A Practical Guide* (Paul Chapman, 2005).

consists of planning, action, observation, and reflection, which were applied in this study.



Picture 3. 1 The Cycle of Classroom Action Research
Source: Kemmis & Taggart, 1992

1. Planning

Planning refers to preparing a well-thought-out plan of action to improve the ongoing teaching and learning process.[75] In this phase, the teacher and researcher prepare a comprehensive instructional plan based on the Task-Based Language Teaching (TBLT) framework, consisting of the *pre-task, task cycle,* and *language focus* stages. The planning includes:

[75] Stephen Kemmis, ed., *The Action Research Planner*, 3. ed., substant. rev., repr (Deakin University, 1992), 59.

a. Identifying Problems, the researcher identifies students' problems in writing descriptive texts based on preliminary observation, initial writing tasks, and discussions.
b. Identifying learning objectives collaboratively with the English teacher based on the identified problems
c. Preparing visual materials for brainstorming, adjective vocabulary lists, descriptive text examples, and PowerPoint slides.
d. Designing group tasks involving animal photos categorized by indicators such as reptiles, mammals, and poultry.
e. Developing assessment instruments, observation sheets, rubrics, and reflection forms.
f. Arranging procedures for peer feedback, group presentations, and negotiation activities.

2. Action

This stage involves implementing the planned teaching strategy in the classroom. The actions are conducted according to the Task-Based Language Teaching (TBLT) framework and focus on improving students' writing skills in descriptive text.[76] The action phase in this classroom action research was conducted in four meetings. In the first meeting, the teacher carried out the pre-task phase through brainstorming, modelling, questioning, and linguistic scaffolding activities to help students generate and organize ideas before writing

[76] Willis and Willis, *Doing Tasked-Based Teaching*, 57.

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descriptive texts. The second meeting focused on the task cycle, in which students worked collaboratively in groups to develop descriptive texts through adjective listing, sentence construction, planning and drafting activities. The third meeting emphasized the language focus phase, including peer feedback, revision, presentation, teacher correction, and individual writing practice to improve students' writing ability. The fourth meeting was conducted as the observing phase, in which a writing test was administered to measure the students' writing improvement after the implementation of the action.

This phase consists of carrying out the learning activities exactly as designed, following the three stages of Task-Based Learning:

a. Pre-Task Phase

1) Brainstorming: The teacher shows animal pictures through LCD or printed pictures. Students observe the pictures carefully and identify relevant vocabulary or adjectives related to the animals. The teacher groups the vocabulary based on categories such as animal category, color, size, body shape, habitat, food, and unique features.
2) Modelling: The teacher provides simple example sentences and explains the use of simple present tense in descriptive text. After that, the teacher distributes an example of descriptive text and explains the definition, purpose, generic structure (identification and description), and language features of descriptive text.

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Students read the text together and identify the parts of the text directly from the example.

3) Questioning: Students are encouraged to ask questions related to unfamiliar vocabulary, grammar, sentence patterns, and concepts of descriptive text writing. The teacher provides additional explanations and simpler examples when necessary.
4) Linguistic Scaffolding: The teacher provides adjective examples, simple sentence patterns, and simple present tense exercises. Students write five simple sentences about fauna based on several categories such as mammals, reptiles, and birds. The teacher guides the students in organizing ideas before developing them into descriptive paragraphs.

b. Task Cycle

1) Task Setup: The teacher divides students into small groups and distributes different animal pictures to each group. The groups are not allowed to show their pictures to other groups.
2) Task Phase: Students observe the animal pictures and write several adjectives individually based on categories such as appearance, habitat, food, and unique characteristics. Then, students exchange ideas and construct simple present tense sentences based on the adjectives collected. After that, students collaboratively arrange descriptive sentences into a short descriptive paragraph.

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3) Planning and Drafting: Students organize their ideas by making a simple outline consisting of identification and description. After preparing the outline, students develop it into a descriptive text draft based on the sentences they have written previously.
4) Peer Feedback: Students exchange their descriptive texts with other groups and provide feedback related to vocabulary, text structure, clarity of ideas, grammar, and mechanics.
5) Presentation and Negotiation: Each group presents the revised descriptive text aloud, while other students try to guess the animal being described. The teacher gives feedback related to grammar, vocabulary, and organization of ideas.

c. Language Focus Phase

1) Revision: Students revise and rewrite the descriptive texts based on the feedback given by other groups by improving content, organization, vocabulary, grammar, and mechanics.
2) Teacher Correction: The teacher reviews the students' writing and discusses several common mistakes related to simple present tense, vocabulary use, and paragraph organization.
3) Individual Writing Practice: Students write an individual descriptive text based on different animal pictures provided by the teacher. Before writing the paragraph, students determine adjectives, organize ideas using simple outlines, and construct simple present tense sentences.

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4) Focused Practice: Students review the use of adjectives, simple present tense patterns, capitalization, punctuation, and spelling in descriptive text writing.

3. Observation

The observation in each cycle focused on students' writing achievement, particularly the results of the writing activity conducted in the final meeting of the cycle.[77] Observation was based on students' written products, which were obtained through a writing test administered in the fourth meeting after students had completed the Task-Based Learning activities during the action meetings. The writing test served as the main source of data to observe and evaluate students' writing improvement in each cycle. Observation covers a writing test wich examines:

1. Content, students' ability to develop relevant ideas based on the given animal picture and descriptive indicators introduced in the pre task phase.
2. Organization, students' ability to organize ideas and apply the structure of descriptive text during the task cycle activities, including planning, drafting, and presentation.
3. Vocabulary, students' use of appropriate adjectives and word choice practiced through brainstorming, modelling, and task phase activities.

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[77] Kemmis, *The Action Research Planner*, 60.

4. Grammar: students' accuracy in constructing sentences and applying language rules as emphasized in the language focus phase through correction and error analysis.
5. Mechanics: students' use of correct spelling, punctuation, and capitalization as reflected in individual writing practice and the final writing test.

4. Reflection

Reflection is the process of analyzing and interpreting the data obtained during observation.[78] Reflection was conducted by analyzing students' writing test results and observation data to evaluate the effectiveness of the implemented actions. The teacher and researcher focused on students' writing achievement by comparing the results with the predetermined criteria of success.

a. Comparing students' writing achievement with the criteria of success to determine whether the objectives of the cycle have been achieved.
b. Determining the success of the cycle, in which if the criteria of success were achieved in the first cycle, the action was considered successful and the research was stopped.
c. Identifying weaknesses in the cycle if the criteria of success are not achieved, such as limitations in vocabulary use, sentence construction, text organization, or time management during the Task-Based Learning activities.

[78] Kemmis, *The Action Research Planner*, 61.

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d. Revising the planning stage based on the identified weaknesses, including improving scaffolding techniques, increasing vocabulary support, adjusting learning activities, or modifying time allocation.
e. Preparing improvements for the next cycle, which will be implemented to enhance students' writing achievement.

B. Research Setting and Subject

This research is conducted at MTs Fathus Salafi Jember because the school represents a learning context in which students experience real and observable difficulties in English writing skills, particularly in writing descriptive texts. The selection of this research setting is based on several academic and contextual considerations. Therefore, the research setting was selected purposively because it was considered relevant to the focus of the study and provided the necessary conditions for conducting the research.

First, MTs Fathus Salafi Jember was chosen because students still face significant problems in writing English texts. Based on preliminary observation and interviews with the English teacher, many students have difficulties in generating ideas, organizing paragraphs coherently, and using appropriate vocabulary and grammar. These problems indicate that students' writing ability is still below the expected standard and needs to be improved through an appropriate instructional strategy.

Second, the teaching of writing at MTs Fathus Salafi Jember tends to focus more on the final writing product rather than the writing process. Pre-writing activities such as brainstorming, planning, and organizing ideas are

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rarely emphasized. Students are often required to write directly after a brief explanation, without sufficient guidance in preparing ideas. Therefore, this condition makes the school an appropriate setting for the implementation of Task-Based Learning with a strong emphasis on the pre-writing stage.

Third, MTs Fathus Salafi Jember is open to the implementation of innovative teaching models. Based on discussions with the English teacher, the school supports the use of new instructional approaches and collaborative classroom-based research aimed at improving students' learning outcomes. This openness is essential for conducting Classroom Action Research, which requires cooperation between the researcher and the teacher throughout the research cycles.

Fourth, as a pesantren-based school, MTs Fathus Salafi Jember promotes discipline, structured learning, and active student involvement. These characteristics support the implementation of Task-Based Learning, which emphasizes student-centered activities, collaboration, and responsibility in completing learning tasks.

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The subjects of this study were the students of class IX at MTs Fathus Salafi. The class consisted of 32 students, including 16 boys and 16 girls. This class was selected because most students had low achievement in English writing skills compared to other classes at the same level. In addition, based on information from the English teacher, students in this class were less active during writing lessons and lacked confidence in expressing their ideas in written form. However, the students were cooperative and willing to

participate in learning activities, which made the class suitable for the implementation of Task-Based Learning. These characteristics provided an appropriate context for observing improvements in students' writing ability through the use of a structured pre-writing stage.

C. Data Collection Method

1. Writing Test

The primary data in this study were obtained from students' writing texts in the form of descriptive texts. The writing texts were used as the main data to measure students' writing ability after the implementation of Task-Based Learning.

The writing test required students to write an individual descriptive text about animals based on pictures provided by the teacher. The pictures represented different fauna categories such as mammals, reptiles, and poultry. The writing activity was conducted in the language focus phase after students completed the pre-task and task cycle activities.

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The students were given 60 minutes to complete the writing test. The students' writing texts were assessed using an analytic scoring rubric covering five aspects: content, organization, vocabulary, grammar, and mechanics. The test was administered in a structured and controlled classroom setting to ensure fairness and reliability. The following steps described the procedure of the writing test from the beginning until its completion.

1. The teacher and the researcher enter the classroom and greet the students.
2. The teacher ensures that the classroom condition is conducive and that the students are ready to take the test.
3. The teacher explains the purpose of the writing test, the test instructions, and the time allocation.
4. Students are reminded that the writing test must be done individually without any discussion.
5. Each student receives a picture of an animal based on the predetermined category. The teacher briefly reminds students about the structure of a descriptive text.
6. Students write an individual descriptive text based on the given picture.
7. During the writing activity, the teacher and the researcher monitor the classroom to ensure that students work independently and follow the instructions.
8. After the time is over, students submit their writing to the teacher for assessment.

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To maintain the reliability of the scoring process, an inter-rater approach was employed by involving both the researcher and the English teacher. The scores given by the two assessors were averaged to obtain a final score. This final score was then used to evaluate students' progress in writing skills across each cycle of the Classroom Action Research. The

determination of each student's final score was based on the following criteria:

1. If the score difference between the teacher and the researcher is ≤ 10 points, the student's final score is obtained by calculating the average (mean) of the two scores.
2. If the score difference between the teacher and the researcher is > 10 points, the following procedures are applied:
    a. The teacher and the researcher first identify the assessment components that contribute to the discrepancy, such as content, organization, or grammar.
    b. Both assessors then reassess the student's work, focusing only on the components with the greatest differences, while referring to the established rubric descriptors.
    c. Following the reassessment, the student's final score is determined by taking the median of the revised scores or selecting the score that most closely aligns with the rubric criteria, ensuring that the decision is based on objective standards rather than subjective compromise.

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This procedure is designed to manage scoring discrepancies in a structured and objective way, ensuring that the resulting score genuinely represents the student's writing proficiency. According to Brown and Abeywickrama, reliability in language assessment is defined as the extent to which scores remain consistent when assigned by different raters using

the same set of criteria. Marked differences in scoring may signal inconsistencies in how the rubric is interpreted by each rater.[79]

2. Observation

An initial observation was carried out prior to the implementation of the action as part of the preliminary study. In this stage, the researcher examined the process of teaching and learning English writing in class IX, with particular attention to students' participation, learning behavior, and the challenges they encountered during writing activities. The findings indicated that many students had difficulties in generating ideas, organizing sentences coherently, and applying the appropriate structure of descriptive texts. These results were then utilized to identify the primary issues faced by the students and to provide a foundation for designing the implementation of Task-Based Learning.

3. Interview

Interviews were conducted during the preliminary study to complement and validate the observation findings. These interviews involved the English teacher as well as several students from class IX. The interview with the teacher was intended to gather information regarding students' writing performance, instructional approaches, and challenges encountered in teaching writing. In addition, the interviews with students were aimed at exploring their learning experiences,

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[79] H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, Third edition (Pearson, 2019).

identifying the difficulties they faced, and understanding their attitudes toward writing descriptive texts.

4. Document Review

Document review was used in this research as a supporting technique to obtain preliminary data about students' writing achievement. The documents reviewed were the students' writing scores provided by the English teacher of MTs Fathus Salafi. These data were used only in the preliminary study to identify the students' initial condition and their problems in writing descriptive texts. Through the document review, the researcher found that most students still had low achievement in writing, especially in developing and organizing ideas in descriptive texts.

D. Data Analysis

The data are obtained from students' individual descriptive writing tests administered at the end of each cycle of the Classroom Action Research. Students' writing test are assessed using an analytic scoring rubric consisting of five aspects: content, organization, vocabulary, grammar, and mechanics. Each student receives a total writing score based on these aspects. To ensure scoring reliability, an inter-rater technique is applied, involving the researcher and the English teacher. The final score for each student is obtained by averaging the scores given by both raters.

The students' final writing score is obtained by averaging the scores given by the two raters, namely the researcher and the English teacher. The formula is as follows:

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$$X = \frac{\mathrm{R1} + \mathrm{R2}}{2}$$

Where:

X = students' final writing score

R1 = score given by the researcher

R2 = score given by the English teacher

The students' writing scores are analyzed quantitatively through two measurements: calculating the mean score and calculating the percentage of students who achieve the minimum mastery criterion. The mean score is used to measure the overall improvement of students' writing performance, while the percentage is used to determine the proportion of students who achieve mastery learning.

The mean score of the class is calculated by dividing the total score of all students by the number of students. The formula is as follows:

$$Mean\ Score = \frac{\sum \mathrm{X}}{N} \times 100$$

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ΣX = total score of all students

N = total number of students

The mean score is used to determine the overall improvement of students' writing skills in each cycle. In addition, the percentage of students who achieve the minimum mastery criterion is calculated to determine the number of students who reach the expected standard. The formula used is:

$$P = \frac{\mathrm{F}}{N} \text{ x } 100\%$$

P = percentage of students achieving mastery

F = number of students who obtain a score equal to or higher than the minimum mastery criterion

N = total number of students

The percentage analysis is used to measure the proportion of students whose writing performance has improved and reached the required standard. The results of both analyses are then compared with the predetermined criteria of success to determine whether the implementation of Task-Based Learning has successfully improved students' writing performance.

E. Validity Data

Validity is an essential criterion in determining the quality of a test, as it shows the extent to which a test measures what it is intended to measureIn this study, the researcher applies content validity, which refers to the extent to which the learning module and writing test meet the criteria of relevance, clarity, consistency, construct representation, and language appropriateness, ensuring alignment with the learning objectives, curriculum, and instructional activities. According to Brown, a test has content-related validity when it represents the material that has been taught and requires test takers to perform the skills being measured.[80]

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[80] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 387.

To ensure content validity, the writing test was directly aligned with the Task-Based Language Teaching (TBLT) activities implemented in the classroom. The test content was based on the competencies practiced during the pre-task, task cycle, and language focus phases. In these phases, students learned to identify adjectives, construct sentences, organize descriptive information, and produce descriptive texts about fauna. Therefore, the writing test required students to perform the same writing skills practiced during the learning process, ensuring that the assessment reflected the actual instructional experience.[81]

Before being implemented, the instructional module and writing test were validated by an expert. The validation was conducted by an expert in English education, particularly in writing instruction. The expert evaluated the suitability of the learning materials, writing tasks, test instructions, and scoring rubric in relation to the learning objectives and curriculum requirements. Suggestions and feedback from the expert were used to revise and improve the instructional module and writing test before they were applied in the classroom.

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The researcher prepared a test specification outlining the content, topic, expected text structure, and scoring procedures. The test was designed to match the curriculum's basic competencies, which required students to express ideas in written form, apply appropriate vocabulary, recognize the structure of descriptive texts, and use correct linguistic features. Clear

[81] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (Pearson Longman, 2007), 344.

instructions were provided, and students were asked to write a descriptive text based on an animal picture, as practiced during TBLT group work. Students were given 60 minutes to complete the task to ensure they were able to demonstrate their actual writing ability.

F. Criteria of Success

The criteria of success in this research are determined to evaluate whether the implementation of Task-Based Learning integrated with the pre-writing stage successfully improves students' writing skills. This research is considered successful if the students' writing achievement meets the predetermined standard of mastery learning. The criterion of success is defined as follows:

1. The research is successful if at least 70% of the students achieve a minimum writing score of 70 in the writing test at the end of the research cycle.
2. The minimum score of 70 is used as the benchmark because it represents the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal / KKM) established by MTs Fathus Salafi Jember for English subjects.
3. Students who achieve a score of 70 or higher are considered to have mastered the basic competencies of writing descriptive texts in terms of content, organization, vocabulary, grammar, and mechanics.

The use of the KKM as the criterion of success is consistent with the principle of mastery learning in educational research. The use of at least 70% of students achieving the minimum score is based on the concept of classical

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mastery learning, which states that an instructional strategy is considered effective when the majority of students in a class are able to achieve the expected level of competence.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. This chapter explains the results of the implementation of Task-Based Learning in Cycle I and Cycle II, including the students' writing test results, observation results, and students' improvement during the teaching and learning process.

A. Research Findings

1. Cycle I

a. Planning

During the planning phase, the researcher collaborated with the English teacher to prepare all components needed for the implementation of Cycle I. The researcher prepared several instruments and materials before conducting the classroom action research.

First, the researcher prepared the lesson plan as a guideline for conducting classroom activities. The lesson plan was designed based on the English learning objectives for ninth-grade students and was adjusted to the implementation of Task-Based Learning consisting of pre-task, task cycle, and language focus stages. The material focused on descriptive text about animals.

Second, the researcher prepared learning materials related to descriptive text, including the definition of descriptive text, generic

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structure, language features, adjective vocabulary, and examples of descriptive texts. The materials were presented using PowerPoint slides and animal pictures to help students understand the material and develop ideas before writing.

Third, the researcher prepared learning media and learning tasks in the form of animal pictures based on certain categories such as mammals, reptiles, and birds. In addition, the researcher prepared several task-based activities including brainstorming activities, adjective listing, sentence construction, collaborative drafting, peer feedback, and individual writing tasks.

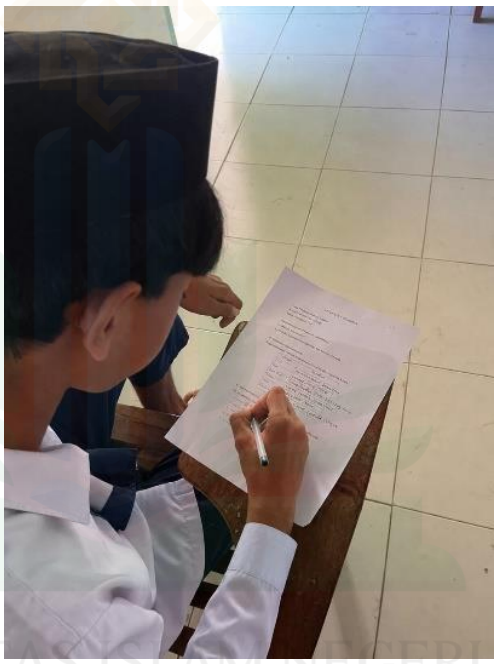
Fourth, the researcher prepared an observation checklist to observe the activities of both the students and the teacher during the teaching and learning process. It was used to identify students' participation, students' involvement in Task-Based Learning activities, and the classroom situation during the implementation of the action. Finally, the researcher prepared a writing test to measure the improvement of students' writing skills after the implementation of Task-Based Learning. The writing test required students to write an individual descriptive text based on the animal pictures provided. The students' writing was assessed based on content, organization, vocabulary, grammar, and mechanics.

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b. Action

1) The First Meeting

The first meeting of Cycle I was conducted on Monday, 13 April 2026, from 07.40 to 09.00 in the ninth-grade classroom. During the teaching and learning process, the researcher collaborated with the English teacher.



Picture 4. 1 Student's Branstorming Result in Cycle I

In the main activity, the researcher started the brainstorming stage by showing several pictures of Indonesian fauna (Komodo Dragon) through an LCD projector. The researcher asked the students to observe the pictures carefully and pay attention to the characteristics of each animal. After that, the researcher asked several guiding questions such as “What does the animal look like?”, “What color is it?”, “Is the animal big or small?”, and

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“What words can you use to describe the animal?” The students actively responded to the questions given by the researcher. Some students mentioned vocabulary such as big, strong, dangerous, rare, long, brown, beautiful, and unique. The researcher then wrote all the students’ answers on the whiteboard and grouped the vocabulary into several categories such as animal category, color, size, body shape, habitat, food, and unique features. The brainstorming activity helped the students generate ideas and collect vocabulary before entering the writing stage.

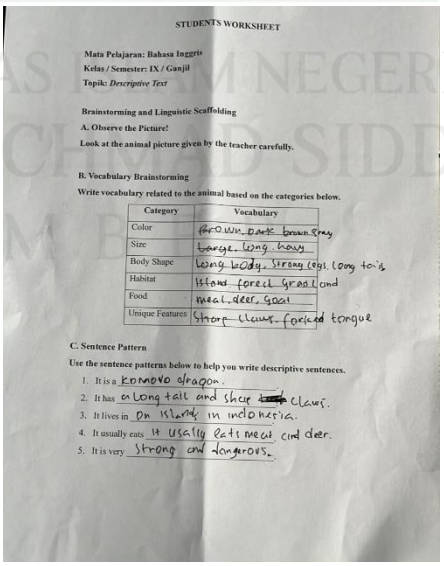


Picture 4. 2 Teacher's Explanation Regarding Descriptive Texts

After the brainstorming activity, the researcher continued with the modelling stage. In this stage, the researcher distributed an example of descriptive text entitled “The Komodo Dragon” to all students. The researcher asked the students to read the text together. After that, the researcher explained the definition of

descriptive text, the purpose of descriptive text, the generic structure consisting of identification and description, and the language features used in descriptive text such as adjectives and simple present tense. The researcher directly pointed out the identification and description sections in the example text so that the students could understand the structure more easily.

After the modelling stage, the researcher continued to the questioning stage. In this stage, the researcher gave the students opportunities to ask questions about the material they did not understand. Some students asked about the differences between identification and description and the use of adjectives in sentences. The researcher then re-explained the material by giving simple examples so that the students could understand the explanation more clearly.



STUDENTS WORKSHEET

Mata Pelajaran: Bahasa Inggris
Kelas / Semester: IX / Ganjil
Topik: *Descriptive Text*

Brainstorming and Linguistic Scaffolding
A. Observe the Picture!
Look at the animal picture given by the teacher carefully.

B. Vocabulary Brainstorming
Write vocabulary related to the animal based on the categories below.

Category	Vocabulary
Color	brown, dark brown, gray
Size	large, long, heavy
Body Shape	long body, strong legs, long tails
Habitat	island, forest, grassland
Food	meat, deer, goat
Unique Features	sharp claws, forked tongue

C. Sentence Pattern
Use the sentence patterns below to help you write descriptive sentences.

1. It is a komodo dragon.
2. It has a long tail and sharp ~~teeth~~ claws.
3. It lives in On islands in indonesia.
4. It usually eats It usally eats meat and deer.
5. It is very strong and dangerous.

Picture 4.2 Student Worksheet Result in Cycle I

Next, the researcher conducted the linguistic scaffolding stage. In this stage, the researcher provided several examples of adjectives and simple sentence related to animals. The researcher wrote several example sentences on the whiteboard such as “The tiger is strong,” “The bird has colorful feathers,” and “The elephant lives in the forest.” After that, the students were asked to make five simple sentences using adjectives related to mammals, reptiles, and birds. The students wrote the sentences individually in their notebooks. During the activity, the researcher walked around the classroom to monitor the students’ work and helped students who experienced difficulties in choosing vocabulary and arranging simple present tense sentences. Some students still had difficulties in using grammar correctly, especially in the use of to be and verbs in simple present tense sentences. Therefore, the researcher gave direct guidance and corrections to the students.

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At the end of the lesson, the researcher and the students concluded the material that had been learned during the first meeting. The researcher emphasized again that descriptive text consisted of identification and description and used adjectives and simple present tense to describe objects clearly. After that, the researcher motivated the students to be more confident in writing descriptive texts and to continue practicing new vocabulary. The researcher also informed the students that in the next meeting they

would conduct group discussion and drafting activities through Task-Based Learning activities. Finally, the researcher closed the lesson and thanked the students for their participation during the teaching and learning process.

2) The Second Meeting

The second meeting of Cycle I was conducted on Monday, 13 April 2026, from 11.20 to 12.40 in the ninth-grade classroom. The duration of the meeting was 80 minutes, similar to the first meeting. During the teaching and learning process, the researcher collaborated with the English teacher. In this meeting, the researcher acted as the teacher who implemented the action, while the English teacher acted as the collaborator who observed the classroom activities and took field notes during the learning process.



Picture 4. 3 Distribution of Pictures to Each Group in Cycle I

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The researcher continued the lesson by entering the task setup stage. In this stage, the researcher divided the students into several small groups. Each group consisted of four to five students. After that, the researcher distributed different pictures of Indonesian fauna to each group, such as Sumatran tiger, orangutan, Bali myna, Javan rhinoceros, Javan hawk eagle, Sumatran elephant, Bawean deer, and proboscis monkey. The researcher explained that each group had to discuss and describe the animal based on the picture given and that the picture should not be shown to other groups.



Picture 4. 4 Discussing Adjectives Related to the Picture in Cycle I

After the task setup activity, the researcher continued to the task phase. In this stage, the students carefully observed the pictures given to their groups. Each student was asked to write at

least three adjectives individually based on the characteristics of the animal in the picture. The adjectives included information related to color, size, body shape, habitat, food, and unique features. After completing the individual task, the students exchanged their adjectives with other members of the group. Then, each student made simple sentences based on the adjectives written by their friends.

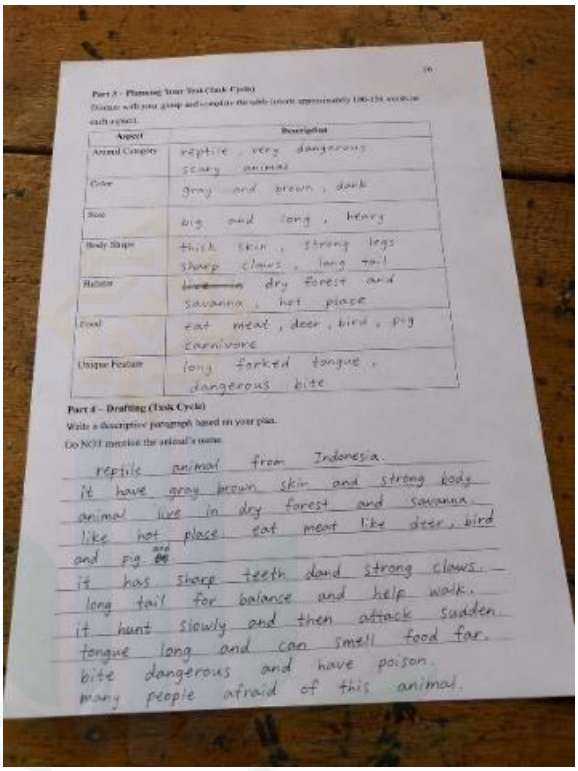


Picture 4. 5 Finding Adjectives and Sentence Construction in Cycle I

During the group discussion, the students actively exchanged ideas and discussed the vocabulary they found. Some students used dictionaries to find unfamiliar vocabulary and meanings. Several students were still confused in arranging sentences correctly, especially in using simple present tense and selecting suitable adjectives. Therefore, the researcher walked around the classroom to provide guidance and additional

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explanations to students who experienced difficulties during the activity.



Aspect	Description
Animal Category	reptile, very dangerous scary animal
Color	gray and brown, dark
Size	big and long, heavy
Body Shape	thick skin, strong legs sharp claws, long tail
Habitat	~~[illegible]~~ dry forest and savanna, hot place
Food	eat meat, deer, bird, pig carnivore
Unique Feature	long forked tongue, dangerous bite

Part 4 – Drafting (Task Cycle)

Write a descriptive paragraph based on your plan.

Do NOT mention the animal's name.

reptile animal from Indonesia.
it have gray brown skin and strong body
animal live in dry forest and savanna.
like hot place eat meat like deer, bird
and pig
it has sharp teeth and strong claws.
long tail for balance and help walk.
it hunt slowly and then attack sudden.
tongue long and can smell food far.
bite dangerous and have poison.
many people afraid of this animal.

Picture 4. 6 Student Sentence Construction and Drafting Results in Cycle I

After the students completed the sentence-making activity, they worked together to arrange several descriptive sentences into a simple descriptive paragraph. The students discussed the organization of the text and tried to connect the sentences logically. In this activity, the researcher reminded the students about the structure of descriptive text consisting of identification and description. The researcher also encouraged students to use appropriate adjectives and simple present tense consistently in their writing.

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Next, the researcher continued to the planning and drafting stage. In this stage, each group started to write a simple descriptive text based on the sentences they had created previously. The students wrote their draft on worksheets provided by the researcher. During the drafting activity, some groups were able to organize their ideas well, while several other groups still experienced difficulties in developing the description section and arranging grammatically correct sentences. The researcher and the English teacher provided assistance and feedback to help the students improve their drafts.

The collaborative activities during the task phase and drafting stage encouraged students to interact actively with their group members. The students discussed vocabulary choices, corrected sentence structures, and exchanged ideas while writing the descriptive text. Most students looked more confident in expressing their ideas compared to the previous meeting. However, some students still had limited vocabulary mastery and needed guidance from the researcher during the writing process.

After all groups completed their drafts, the students submitted their worksheets to the researcher. The researcher then reviewed several students' drafts and gave general feedback regarding vocabulary use, sentence structure, grammar, and organization. Some groups were able to write descriptive texts

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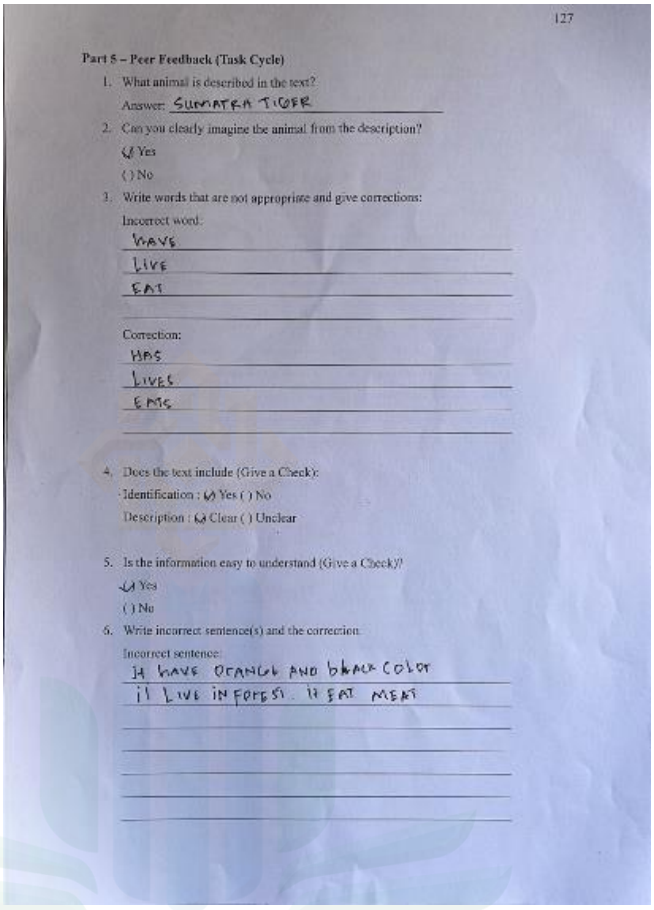
appropriately, while other groups still made grammatical errors and spelling mistakes. The researcher wrote several incorrect sentences on the whiteboard and discussed the corrections together with the students.

Before ending the lesson, the researcher and the students concluded the material learned during the second meeting. The researcher reminded the students about the importance of brainstorming, vocabulary selection, and drafting before writing a complete descriptive text. In addition, the researcher informed the students that the next meeting would focus on peer feedback, revision, and individual writing practice activities. Finally, the class was closed with a prayer led by the researcher.

3) The Third Meeting

The third meeting of Cycle I was conducted on Wednesday, 15 April 2026, from 07.40 to 09.00 in the ninth-grade classroom. The duration of the meeting was 80 minutes. During the teaching and learning process, the researcher collaborated with the English teacher. In this meeting, the researcher acted as the teacher who implemented the action, while the English teacher acted as the collaborator who observed the classroom activities and took field notes during the learning process.

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Part 5 – Peer Feedback (Task Cycle)

1. What animal is described in the text?
   Answer: SUMATRA TIGER
2. Can you clearly imagine the animal from the description?
   (✓) Yes
   ( ) No
3. Write words that are not appropriate and give corrections:
   Incorrect word:
   HAVE
   LIVE
   EAT
   Correction:
   HAS
   LIVES
   EATS
4. Does the text include (Give a Check):
   Identification : (✓) Yes ( ) No
   Description : (✓) Clear ( ) Unclear
5. Is the information easy to understand (Give a Check)?
   (✓) Yes
   ( ) No
6. Write incorrect sentence(s) and the correction
   Incorrect sentence:
   it have orange and black color
   it live in forest. it eat meat

Picture 4. 7 Student Peer Feedback and Revising Activity Results in Cycle I

In the main activity, the researcher began the lesson with the peer feedback stage. In this stage, each group exchanged their descriptive text drafts with another group. The students were asked to read and analyze the descriptive text written by their classmates carefully. The researcher explained that the students had to discuss and evaluate several aspects of the text, including vocabulary, text structure, clarity of ideas, grammar, and mechanics such as spelling, punctuation, and capitalization.

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During the peer feedback activity, the students actively discussed the strengths and weaknesses of the texts they reviewed. Some students identified incorrect vocabulary choices, unclear sentences, and grammatical mistakes found in the descriptive texts. Other students also gave suggestions related to sentence organization and the use of adjectives. Several groups used dictionaries to confirm unfamiliar vocabulary and to provide better word choices for their classmates' texts. The researcher and the English teacher walked around the classroom to monitor the students' discussions and provided assistance to groups that experienced difficulties in giving feedback.

After completing the peer feedback activity, the researcher continued to the revision stage. In this stage, each group revised the descriptive text draft based on the feedback they had received from other groups. The students rewrote several incorrect sentences and improved the organization of their texts. Some students corrected grammatical errors related to simple present tense, while others revised spelling and punctuation mistakes. The researcher explained that revision was an important part of the writing process because it helped students improve the quality of their writing before producing the final text.

During the revision activity, several groups were able to revise their texts independently, while some groups still needed

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guidance from the researcher. Some students still had difficulties in arranging grammatically correct sentences and using appropriate adjectives consistently. Therefore, the researcher gave direct explanations and examples to help students improve their writing. The classroom atmosphere during the revision activity was quite active because the students discussed corrections and exchanged opinions with their group members.



Picture 4. 8 Presentation of Descriptive Texts by Students

After the revision stage, the researcher conducted the presentation and negotiation stage. In this activity, each group read the revised descriptive text belonging to another group that they had corrected previously. Other groups listened carefully and tried to guess the animal being described in the text. The students looked enthusiastic during this activity because they were curious about the animals described by their classmates. Some groups were able to guess the animals correctly based on the descriptions

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provided in the text. The researcher gave appreciation to groups that actively participated and provided correct answers during the presentation session.

Next, the researcher continued to the individual writing practice stage. In this activity, the researcher distributed different animal pictures to each student. The students were asked to write descriptive texts individually based on the pictures provided. Before starting the writing activity, the researcher reminded the students to follow several steps, such as determining seven adjectives, making simple sentences, writing the identification section, and developing the description section. The students were also reminded to use simple present tense and appropriate adjectives in their writing.

During the individual writing activity, the students worked independently without discussion. Most students looked more confident in writing descriptive texts compared to the previous meetings. Some students were able to organize their ideas more clearly and used more varied vocabulary in their writing. However, several students still experienced difficulties in grammar and sentence arrangement. The researcher and the English teacher monitored the classroom and provided assistance whenever necessary without directly giving the answers.

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At the end of the lesson, the researcher and the students concluded the material learned during the third meeting. The researcher emphasized the importance of peer feedback and revision in improving writing quality. The researcher also informed the students that the next meeting would be focused on the writing test activity. Finally, the lesson was closed with a prayer led by the researcher.

c. Observation

The observing stage was conducted during the fourth meeting of Cycle I on Wednesday, 15 April 2026. In this stage, the researcher and the English teacher observed the students' writing performance through the writing test conducted at the end of the cycle. The purpose of this stage was to obtain the students' writing scores after the implementation of Task-Based Learning in teaching descriptive text.

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Picture 4. 9 Writing Test Activity

After the students completed the writing test, the researcher collected all students' worksheets and assessed the students' writing collaboratively with the English teacher. The students' descriptive texts were evaluated based on five aspects of writing, namely content, organization, vocabulary, grammar, and mechanics by using the scoring rubric prepared previously.

The writing test results showed that several students still had difficulties in writing descriptive text, especially in grammar, vocabulary use, and writing mechanics. The result of the writing test indicated that 13 students (41%) achieved the minimum passing grade, while 19 students (59%) still failed to meet the expected standard. Although the students' writing skills improved compared to the preliminary data, the result of Cycle I had not yet achieved the success criterion because less than 70% of the students reached the minimum passing grade.

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However, the result had not yet achieved the success criterion because less than 70% of the students reached the minimum passing grade. Therefore, it was necessary to continue the action to Cycle II in order to improve the students' writing skills further.

d. Reflecting

Based on the results of observation and the implementation of the action in Cycle I, the researcher and the English teacher conducted a reflection to evaluate the teaching and learning process

through Task-Based Learning in teaching descriptive text. The reflection stage was conducted to identify the strengths and weaknesses found during the implementation of the action in Cycle I.

The results of the writing exam administered during the fourth session of Cycle I, based on the mean scores from teachers and researcher.

Table 4. 1
The Average Scores of Students' Descriptive Writing Test in Cycle I Based on the Inter-Rater Assessment by the Teacher and the Researcher

No	Students' Initial	Score
1	AFZ	74*
2	AKH	68
3	AKL	72*
4	ADP	65
5	ARI	70*
6	ARP	60
7	DBR	69
8	EMA	73*
9	FAA	67
10	KHA	75*
11	MRF	62
12	RKA	71*
13	WAF	64
14	YMA	66
15	ZAF	70*
16	ZRH	58
17	ANA	72*
18	ASN	65
19	HNF	74*
20	IRA	63
21	LSA	76*
22	NFA	68
23	NAP	71*
24	PAA	66
25	QRF	69
26	RKA	73*
27	SFA	64

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28	SAF	61
29	TRA	72*
30	ULA	67
31	VNA	70*
32	ZFA	65

**The students who pass the KKM*

The following is the formula used by the researcher to calculate the data:

1) Mean of students IX grade score:

$$\bar{X} = \frac{\sum X}{N} \text{ x } 100$$

$$\bar{X} = \frac{2190}{32} \text{ x } 100$$

$$\bar{X} = 68{,}43$$

$\bar{X}$: Mean of score

$\sum X$: The student's total score

N : Number of students

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2) Percentage Calculation

$$P = \frac{F}{N} \text{ x } 100$$

$$P = \frac{14}{32} \text{ x } 100\%$$

$$P = 44\%$$

P : Percentage

F : Frequency of students who pass KKM

N : Number of students

Based on the result of cycle I, the mean score of the students' writing test was 68.43. The result showed that the students' writing skill had improved after the implementation of Task-Based Learning, although the mean score was still below the Minimum Mastery Criterion (KKM) of 70. In addition, only 14 out of 32 students passed the KKM, with the percentage of students who achieved the passing grade being 44%.

The reflection of Cycle I also revealed a key difficulty experienced by the students. Most of the students still faced problems in developing their ideas into well-structured descriptive paragraphs. They were often confused about how to expand a single idea into several supporting sentences, which resulted in short and underdeveloped texts. In addition, some students tended to repeat the same simple vocabulary and lacked variation in expressions, making their writing less detailed and less descriptive. This indicates that students still need more guidance and scaffolding in the idea development stage, particularly in elaborating and organizing their thoughts into coherent descriptive texts.

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2. Cycle II

a. Planning

During the planning phase, every component needed to carry out the research in Cycle II was prepared based on the reflection results of Cycle I. Several improvements were made to overcome the

students' difficulties in grammar, sentence construction, vocabulary use, and paragraph organization during descriptive writing activities.

The researcher revised the lesson plan for Cycle II by maintaining the implementation of Task-Based Learning while adding several improvements based on the weaknesses found in Cycle I. Some additional activities were integrated into the learning process, such as sentence pattern card activities, mini grammar review, grammar checklist activities, and more focused peer-feedback activities. The researcher also emphasized the use of simple present tense, subject-verb agreement, adjective usage, and paragraph organization before students started drafting descriptive texts. In addition, students were guided to separate identification and description sections before developing complete paragraphs in order to help them organize ideas more systematically.

The material in Cycle II still focused on descriptive text about animals. However, several additional language-support materials were added to help students improve their writing accuracy. The materials included descriptive text structure, adjective vocabulary, sentence pattern examples, simple present tense review, the use of has/have, subject-verb agreement, capitalization, punctuation, and grammar correction exercises. The students also learned how to combine several simple sentences into coherent descriptive paragraphs.

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The observation checklist was revised to observe students' improvement during the teaching and learning process in Cycle II. The checklist focused on students' participation during Task-Based Learning activities, students' involvement in group discussion, students' ability to use vocabulary appropriately, students' ability to construct grammatically correct sentences, and students' ability to organize ideas into descriptive paragraphs systematically.

The writing test was prepared to measure the students' improvement in writing descriptive text after the implementation of Cycle II. In this test, the students were asked to write an individual descriptive text based on the animal pictures provided by the researcher. The scoring aspects focused on content, organization, vocabulary, grammar, and mechanics.

b. Action

1) The First Meeting

The first meeting of Cycle II was conducted on Monday, 20 April 2026, from 07.40 to 09.00 in the ninth-grade classroom. The duration of the meeting was 80 minutes. The researcher acted as the teacher who implemented the action, while the English teacher acted as the collaborator who observed the classroom activities and took field notes during the learning process.

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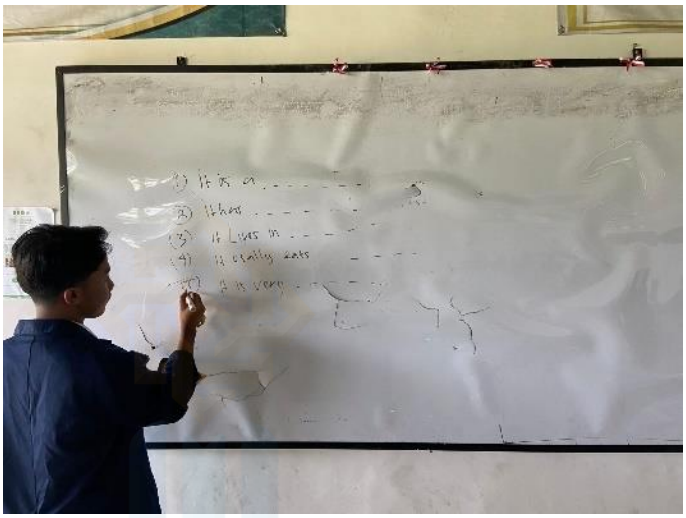
Picture 4. 10 The Researcher Guided Students to Classify Vocabulary into Descriptive Categories in Cycle II

In the main activity, the researcher started the brainstorming stage by showing several animal pictures through an LCD projector. The students were asked to mention vocabulary related to the animals. The researcher wrote the vocabulary on the whiteboard and grouped it into several categories such as color, size, body shape, habitat, food, and unique features. The students looked more active in mentioning adjectives and sharing ideas compared to the previous cycle.

After that, the researcher continued to the modelling stage. The researcher explained the definition, purpose, generic structure, and language features of descriptive text. The researcher also reviewed the use of simple present tense, adjective usage, subject-verb agreement, and the use of has/have in descriptive sentences. To help students understand the grammar

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better, the researcher provided several examples of incorrect and correct sentences and discussed them together with the students.

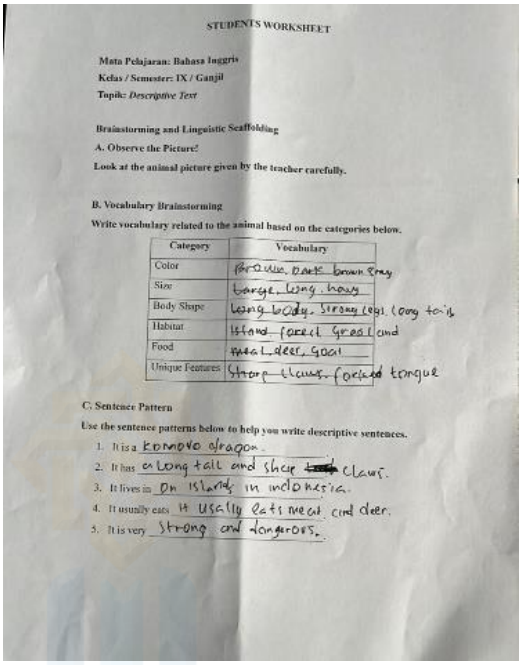


Picture 4. 11 The Teacher Explaining Sentence Patterns to the Students in Descriptive Texts

Next, the researcher distributed sentence pattern to support the students in constructing descriptive sentences. The cards contained several sentence patterns such as:

a) It is a …
b) It has …
c) It lives in …
d) It usually eats …
e) It is very …

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STUDENTS WORKSHEET

Mata Pelajaran: Bahasa Inggris
Kelas / Semester: IX / Ganjil
Topik: *Descriptive Text*

Brainstorming and Linguistic Scaffolding
A. Observe the Picture!
Look at the animal picture given by the teacher carefully.

B. Vocabulary Brainstorming
Write vocabulary related to the animal based on the categories below.

Category	Vocabulary
Color	Grayish, dark brown, gray
Size	large, long, heavy
Body Shape	long body, strong legs, long tails
Habitat	island, forest, grass, and
Food	meat, deer, goat
Unique Features	strong claws, forked tongue

C. Sentence Pattern
Use the sentence patterns below to help you write descriptive sentences.
1. It is a komodo dragon.
2. It has a long tail and sharp claws.
3. It lives in On islands in indonesia.
4. It usually eats It usually eats meat and deer.
5. It is very strong and dangerous.

Picture 4. 12 Student's Descriptive Text Writing Using Sentence Patterns

The students used the sentence patterns to practice making simple descriptive sentences orally and in written form.

In the questioning stage, the students were given opportunities to ask questions related to the material they still did not understand. Several students asked questions about simple present tense, the use of has and have, and how to organize descriptive paragraphs into identification and description sections. The researcher answered the questions and gave additional explanations using simpler examples and guided practice.

After that, the researcher continued to the linguistic scaffolding stage. The researcher distributed worksheets and asked the students to complete the descriptive planning activities based on the animal pictures provided. The students wrote several

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aspects such as animal category, color, size, body shape, habitat, food, and unique features. After completing the planning section, the students were asked to construct five simple descriptive sentences using the sentence pattern cards and grammar guidance provided by the researcher.



Picture 4. 13 Reinforcement of Students' Grammar by Teachers in Cycle II

Before the students wrote the sentences, the researcher conducted a short grammar review activity related to simple present tense and subject-verb agreement. The researcher also distributed a simple grammar checklist to help students check their sentences independently before writing. During the activity, the researcher guided the students in organizing and developing ideas systematically before writing descriptive text.

At the end of the lesson, the researcher and the students concluded the material together. The researcher also gave

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motivation to the students and informed them that the next meeting would focus on group discussion, drafting activities, and paragraph development.

2) The Second Meeting

The second meeting of Cycle II was conducted on Monday, 20 April 2026, from 11.20 to 12.40 in the ninth-grade classroom. The duration of the meeting was 80 minutes. In this meeting, the researcher continued the implementation of Task-Based Learning activities focusing on sentence construction, paragraph organization, and drafting descriptive text systematically. The researcher acted as the teacher, while the English teacher acted as the collaborator who observed the teaching and learning process.

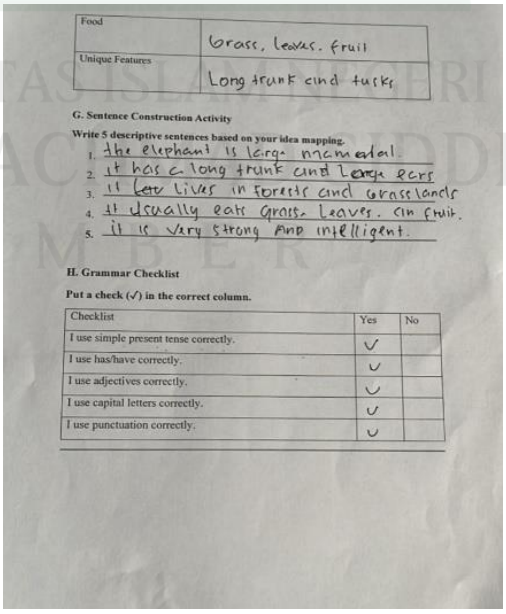
In the main activity, the researcher first reviewed descriptive text material, especially the use of simple present tense, subject-verb agreement, adjective usage, and the use of has/have in descriptive sentences. The researcher provided several correct and incorrect example sentences and discussed the sentence patterns together with the students. The students were also reminded to use the sentence pattern cards from the previous meeting to help them construct grammatically correct sentences.

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Picture 4. 14 Students Composing Descriptive Sentences

After that, the researcher entered the task phase. The students worked in small groups and observed the animal pictures distributed by the researcher. In each group, two students were assigned to identify and write adjective vocabulary related to the pictures, while the other two students constructed descriptive sentences based on the vocabulary collected by their friends.



Food	Grass, leaves. fruit
Unique Features	Long trunk and tusks

G. Sentence Construction Activity

Write 5 descriptive sentences based on your idea mapping.

1. the elephant is large mammal.
2. it has a long trunk and large ears
3. it ~~her~~ lives in forests and grasslands
4. it usually eats grass. leaves. an fruit.
5. it is very strong and intelligent.

H. Grammar Checklist

Put a check (✓) in the correct column.

Checklist	Yes	No
I use simple present tense correctly.	✓	
I use has/have correctly.	✓	
I use adjectives correctly.	✓	
I use capital letters correctly.	✓	
I use punctuation correctly.	✓	

Picture 4. 15 Students Grammar Checklist Result

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Before continuing to paragraph writing, the researcher distributed a simple grammar checklist containing several points such as:

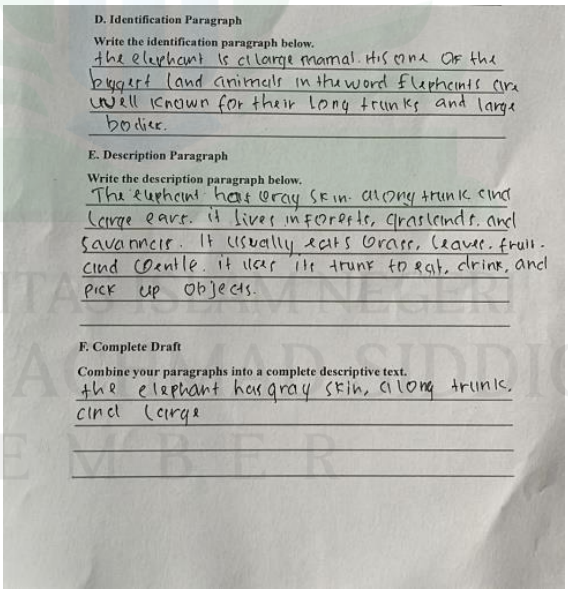
a) using simple present tense correctly,

b) using has/have appropriately,

c) using adjectives correctly,

d) using capitalization and punctuation properly.

The students checked their sentences using the checklist before continuing to the next activity. During the activity, the researcher guided students who still experienced difficulties in vocabulary selection and grammar accuracy.



D. Identification Paragraph

Write the identification paragraph below.

the elephant is a large mamal. his one of the bygest land animals in the word Elephants are well known for their long trunks and large bodies.

E. Description Paragraph

Write the description paragraph below.

The elephant has Gray Skin. a long trunk and large ears. it lives in forests, grasslands, and Savannas. It usually eats Grass, leaves, fruit. and Gentle. it use its trunk to eat, drink, and pick up objects.

F. Complete Draft

Combine your paragraphs into a complete descriptive text.

the elephant has gray skin, a long trunks, and large

Picture 4. 16 Students Planning and Drafting Result in Cycle

After completing the task phase, the students continued to the planning and drafting stage. The students first organized their ideas by separating the identification and description sections.

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After that, the students collaboratively developed the sentences into a complete descriptive paragraph. The researcher also gave a short example of how to combine several simple sentences into a coherent descriptive paragraph before the students started drafting.

During the drafting activity, the researcher monitored the students' work and provided guidance related to grammar, vocabulary, mechanics, and paragraph organization. Compared to Cycle I, the students looked more confident and were able to arrange sentences and develop ideas more systematically. Most students also showed better understanding in using simple present tense and adjective vocabulary in their descriptive texts.

At the end of the lesson, the researcher provided general feedback related to grammar mistakes, vocabulary use, and paragraph organization. The researcher and the students then concluded the material together before closing the lesson.

3) The Third Meeting

The third meeting of Cycle II was conducted on Wednesday, 22 April 2026, from 07.40 to 09.00 in the ninth-grade classroom. The duration of the meeting was 80 minutes. In this meeting, the researcher continued the implementation of Task-Based Learning through peer feedback, revision, teacher correction, and individual writing practice activities. The

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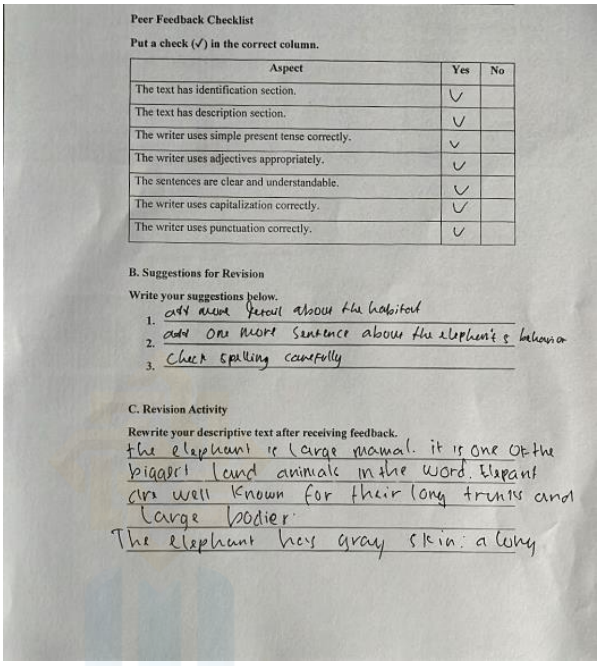
researcher acted as the teacher, while the English teacher acted as the collaborator who observed the teaching and learning process.



Picture 4. 17 Reinforcement of Descriptive Text Material by The Teacher

Before starting the lesson, the researcher greeted the students, checked the attendance list, reviewed the previous drafting activity, and explained the objectives of the lesson. The researcher also reminded the students about the importance of grammar accuracy, vocabulary use, and paragraph organization in writing descriptive text.

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Peer Feedback Checklist

Put a check (√) in the correct column.

Aspect	Yes	No
The text has identification section.	√	
The text has description section.	√	
The writer uses simple present tense correctly.	√	
The writer uses adjectives appropriately.	√	
The sentences are clear and understandable.	√	
The writer uses capitalization correctly.	√	
The writer uses punctuation correctly.	√	

B. Suggestions for Revision

Write your suggestions below.

1. add more detail about the habitat
2. add one more sentence about the elephant's behavior
3. Check spelling carefully

C. Revision Activity

Rewrite your descriptive text after receiving feedback.

the elephant is large mamal. it is one of the biggest land animals in the word. Elepant are well known for their long trunks and large bodies.
The elephant has gray skin, a long

Picture 4. 18 Students Peer Feedback Result in Cycle II

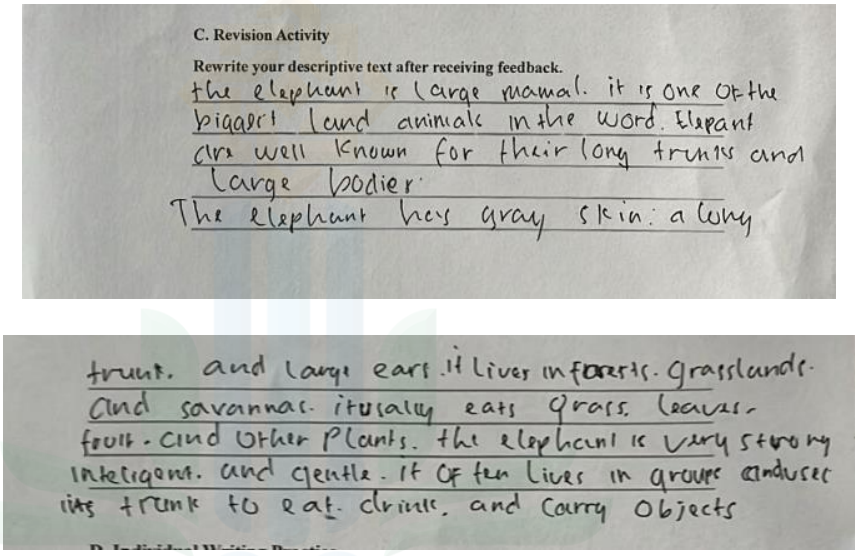
In the main activity, the researcher started the peer feedback activity by asking each group to exchange their descriptive texts with another group. Before the activity began, the researcher distributed a peer-feedback checklist to help the students focus on important aspects during the feedback process. The checklist included several aspects such as:

a) the use of simple present tense,
b) adjective usage,
c) organization of identification and description,
d) capitalization and punctuation,
e) vocabulary appropriateness.

The students read the texts carefully and discussed content, organization, vocabulary, grammar, and mechanics with

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their peers. They also gave comments and simple suggestions to improve the descriptive texts. During the activity, the researcher guided the students in giving more appropriate and focused feedback because some students still found difficulties in identifying grammar mistakes independently.


C. Revision Activity

Rewrite your descriptive text after receiving feedback.

the elephant is large mamal. it is one of the biggest land animals in the word. Elapant are well known for their long trunks and large bodies.

The elephant hers gray skin: a long

trunk. and large ears. it Lives in forests. Grasslands. and savannas. it usually eats grass. leaves. fruit. and other plants. the elephant is very strong intelligent. and gentle. it often lives in groups and uses its trunk to eat. drink. and carry objects

Picture 4. 19 Students' Revised Drafts of Descriptive Texts in Cycle II

After that, the students continued to the revision activity. The students revised their descriptive texts based on the feedback they had received from other groups. The researcher guided the students to focus the revision on grammar accuracy, vocabulary selection, sentence construction, and mechanics. Several students corrected mistakes related to subject-verb agreement, the use of has/have, punctuation, and capitalization. Then, the students rewrote the revised descriptive texts.

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Next, the researcher conducted the teacher correction activity. The researcher discussed several common mistakes still found in the students' writing, especially mistakes related to simple present tense, adjective order, punctuation, capitalization, and paragraph organization. The researcher wrote several incorrect sentences on the whiteboard and discussed the correct forms together with the students. Through this activity, the students looked more active in identifying and correcting grammar mistakes.

After that, the researcher continued to the individual writing practice activity. The researcher distributed different animal pictures to each student. The students were asked to write descriptive text individually by following several guided steps. First, the students determined ideas based on several aspects such as appearance, habitat, food, and unique characteristics. Then, the students selected appropriate adjectives and constructed several simple present tense sentences by using the sentence patterns learned in the previous meetings. After that, the students organized the sentences into identification and description paragraphs before developing them into complete descriptive texts.

Before submitting their work, the students were asked to recheck their writing by using the grammar checklist provided by

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the researcher. During the activity, the students worked independently without discussion. The researcher monitored the students' work and provided guidance when necessary. Compared to the previous cycle, most students showed better confidence and were more systematic in organizing ideas and constructing descriptive paragraphs.

At the end of the lesson, the researcher and the students concluded the material together. The researcher also motivated the students and informed them that the next meeting would focus on the descriptive writing test.

c. Observation

The observing stage was conducted during the fourth meeting of Cycle II on Wednesday, 22 April 2026. In this stage, the researcher and the English teacher observed the students' writing performance through the writing test conducted at the end of the cycle. The purpose of this stage was to obtain the students' writing scores after the implementation of Task-Based Learning with guided pre-writing activities in teaching descriptive text.

After the students completed the writing test, the researcher collected all students' worksheets and assessed the students' writing collaboratively with the English teacher. The students' descriptive texts were evaluated based on five aspects of writing, namely content,

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organization, vocabulary, grammar, and mechanics by using the scoring rubric prepared previously.

The writing test results showed that the students' writing skills improved in several aspects, especially in organizing ideas and constructing descriptive paragraphs. The students also showed better understanding in using simple present tense and developing ideas before writing. The result of the writing test indicated that 23 students (72%) achieved the minimum passing grade, while 9 students (28%) still failed to meet the expected standard.

Based on the result, the implementation of Task-Based Learning combined with guided pre-writing activities successfully improved the students' writing skills in descriptive text writing. Since the percentage of students who passed the minimum passing grade had achieved the success criterion of the research, the action was stopped in Cycle II.

d. Reflection

There were several improvements in the students' activities and the teaching and learning process during Cycle II. The students became more active and confident during the Task-Based Learning activities, especially in brainstorming, group discussion, and individual writing activities. The guided pre-writing activities helped the students develop and organize their ideas more easily before writing descriptive texts. In addition, the students showed better

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understanding in using simple present tense and making descriptive sentences. The results of the writing exam administered during the fourth session of Cycle II, based on the mean scores from teachers and researcher.

Table 4. 2
The Average Scores of Students' Descriptive Writing Test in Cycle II Based on the Inter-Rater Assessment by the Teacher and the Researcher

No	Students' Initial	Score
1	AFZ	78*
2	AKH	74*
3	AKL	72*
4	ADP	80*
5	ARI	69
6	ARP	75*
7	DBR	77*
8	EMA	73*
9	FAA	71*
10	KHA	82*
11	MRF	76*
12	RKA	68
13	WAF	79*
14	YMA	74*
15	ZAF	70*
16	ZRH	72*
17	ANA	81*
18	ASN	77*
19	HNF	66
20	IRA	75*
21	LSA	73*
22	NFA	69
23	NAP	74*
24	PAA	78*
25	QRF	68
26	RKA	68
27	SFA	67
28	SAF	76*
29	TRA	69
30	ULA	65
31	VNA	74*

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32	ZFA	69

*The students who pass the KKM

The following is the formula used by the researcher to calculate the data:

1) Mean of students IX grade score:

$$\bar{X} = \frac{\sum X}{N} \text{ x } 100$$

$$\bar{X} = \frac{2303}{32} \text{ x } 100$$

$$\bar{X} = 71{,}96$$

$\bar{X}$: Mean of score

$\sum X$: The student's total score

N : Number of students

2) Percentage Calculation

$$P = \frac{F}{N} \text{ x } 100$$

$$P = \frac{23}{32} \text{ x } 100\%$$

$$P = 72\%$$

P : Percentage

F : Frequency of students who pass KKM

N : Number of students

Based on the result of Cycle II, the mean score of the students' writing test was 71.96. The result showed that the students' writing skill improved after the implementation of Task-Based Learning combined with guided pre-writing activities. The students were able

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to organize their ideas better and construct descriptive paragraphs more clearly compared to the previous cycle. In addition, the students also showed improvement in using simple present tense and descriptive vocabulary in their writing.

The result of the writing test indicated that 23 out of 32 students achieved the minimum passing grade (KKM), while 9 students still failed to reach the expected standard. The percentage of students who passed the KKM was 72%. This result showed an improvement compared to Cycle I, in which only 44% of the students passed the KKM.

Based on the result above, the implementation of Task-Based Learning successfully improved the students' writing skill in descriptive text writing. Since the percentage of students who passed the KKM had achieved the success criterion of the research, the action was stopped in Cycle II and the research was considered successful.

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B. Discussion

The findings of this research showed that the implementation of Task-Based Learning combined with pre-writing activities was effective in improving the students' writing skill in descriptive text. The improvement could be seen from the students' writing performance from the preliminary study to Cycle I and Cycle II. Students showed better achievement in several aspects of writing, including content, organization, vocabulary, grammar, and

mechanics. In addition, students became more active and confident during the learning process because they were guided through brainstorming, planning, drafting, peer feedback, and revision activities before producing the final text. The optimization of the pre-writing stage also helped students generate and organize ideas more effectively before writing descriptive paragraphs.

During the implementation of the learning process, the students initially experienced several difficulties in writing descriptive texts. In the preliminary study and early activities of Cycle I, many students still had difficulties generating ideas and organizing them into coherent paragraphs. Some students were confused about how to start writing and how to develop supporting details related to the topic. In addition, students had limited vocabulary mastery and lacked confidence in expressing ideas in English. As a result, several students produced short descriptive texts with weak organization and insufficient supporting details. Some students were also passive during classroom activities because they were afraid of making grammatical mistakes and were not accustomed to expressing ideas through writing activities.

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However, after the implementation of Task-Based Learning combined with pre-writing activities, the classroom atmosphere gradually became more active and interactive. During brainstorming and vocabulary preparation activities, students began to participate actively by mentioning adjectives, discussing animal characteristics, and sharing ideas with their group members. The use of pictures and collaborative activities attracted students'

attention and encouraged them to become more involved in the lesson. Students also became more enthusiastic because they were not only listening to teacher explanations but were directly involved in meaningful communicative tasks.

This classroom condition supports Willis' theory stating that one of the advantages of Task-Based Learning is that it provides opportunities for students to develop vocabulary through meaningful tasks. In this research, brainstorming and adjective-listing activities helped students become more familiar with vocabulary related to animals, such as color, size, body shape, habitat, and unique characteristics.[82]

Furthermore, during the task-cycle activities, students worked collaboratively in groups to discuss ideas, list adjectives, construct sentences, and draft descriptive texts. Through collaborative discussions and peer interaction, students gradually became more confident in expressing their ideas because they received support from group members and guidance from the teacher. Students were also more willing to try using new vocabulary and sentence patterns during the writing process. This classroom situation reflects Nunan's theory stating that Task-Based Learning allows learners to express ideas spontaneously because students focus more on conveying meaning rather than only avoiding grammatical mistakes. In this research,

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[82] Willis, *A Framework for Task-Based Learning*.

collaborative writing activities encouraged students to express ideas more freely and confidently during the writing process.[83]

Another improvement could be seen from students' participation and writing fluency during the learning activities. In Cycle II, students became more familiar with the task procedures and could complete the writing tasks more effectively. Students actively participated in brainstorming, drafting, revising, peer feedback, and presentation activities. Repeated exposure to communicative writing tasks helped students organize ideas more quickly and develop descriptive paragraphs more smoothly. This finding is in line with Brown's theory about automation in Task-Based Learning, which explains that repeated communicative practice can improve students' fluency, confidence, and language performance naturally. Through repeated writing practice, students gradually became more confident and were able to write descriptive texts more systematically.[84]

The findings of this research are also consistent with the study conducted by Azizah, Kusrin, and Al-Baekani, which found that the implementation of Task-Based Language Teaching through the stages of pre-task, task cycle, and language focus improved students' participation and writing activities. Similar to the previous study, the present research showed that students became more engaged during the learning process because they actively participated in brainstorming activities, collaborative tasks, and group discussions before writing descriptive texts. Both studies indicate that

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[83] Nunan, *Designing Tasks for the Communicative Classroom*.
[84] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

communicative tasks can create a more interactive classroom atmosphere and increase students' motivation in learning writing.[85]

Furthermore, this research also supports the findings of Kaharuddin et al., who reported that Task-Based Language Teaching significantly improved students' descriptive writing skills. In the present research, the improvement was not only reflected in the students' writing scores but also in their ability to develop ideas and organize descriptive paragraphs more coherently. The collaborative activities and teacher scaffolding implemented during the pre-writing stage helped students understand how to construct descriptive texts systematically.[86]

In addition, the findings are line with Rapini, who found that Task-Based Learning improved students' writing performance in aspects such as content, organization, vocabulary, grammar, and mechanics. Similarly, the students in this research demonstrated improvement in organizing descriptive texts, using more appropriate vocabulary, and reducing grammatical errors after participating in task-based writing activities. The use of peer feedback and revision activities also helped students improve the quality of their writing drafts before submitting the final text. This indicates that collaborative revision and guided writing activities contribute positively to students' writing development.[87]

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[85] Khezrinejad et al., "The Effects of Pre-Task Conditions on EFL Learners' Cognitive Processes and Writing Performance."

[86] Kaharuddin et al., "Examining the Skill in Writing Descriptive Text Among Indonesian Learners of English."

[87] Rapini, "Implementing Writing Through a Task-Based Learning in the Junior High School."

This research also supports the study conducted by Prasansaph, which emphasized that task-based learning helps students organize ideas and produce coherent writing. In this research, the pre-writing activities such as brainstorming, adjective listing, and outlining enabled students to prepare ideas before writing. As a result, students were able to write more focused and organized descriptive texts. Similar to the previous study, the findings suggest that preparation activities before writing are important in helping students structure ideas logically and reduce difficulties during the writing process.[88]

However, the implementation of Task-Based Learning in this research also revealed several challenges during the learning process. One of the main problems was that the activities required a relatively long time because students had to go through several stages, including brainstorming, discussion, drafting, revision, and presentation. During Cycle I, some students still needed much time to organize ideas and complete the descriptive texts. This condition supports Richards and Rodgers' theory stating that Task-Based Learning can be time-consuming because it requires more complex preparation and implementation compared to traditional learning methods.[89]

Another challenge found during the learning process was that several students initially had difficulties understanding the task instructions and the structure of descriptive text. Some students were still confused about how to differentiate identification and description sections, organize supporting

[88] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (University of NSW Press, 2005).

[89] Richards and Rodgers, *Approaches and Methods in Language Teaching*, Online-Ausg.

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details, and apply grammatical patterns correctly in writing. This finding is relevant to Ellis' theory, which explains that students may experience difficulties in meeting the thinking demands, language use, and writing structure expected in task-based activities if sufficient scaffolding is not provided by the teacher.[90]

Based on the discussion above, it can be concluded that the implementation of Task-Based Learning combined with pre-writing activities was effective in improving students' writing skill in descriptive text. The use of brainstorming, collaborative tasks, drafting, peer feedback, and revision activities helped students generate and organize ideas more effectively before writing.

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[90] Ellis, *Task-Based Language Learning and Teaching*.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and suggestions of the research. The conclusion summarizes the main findings of the research related to the implementation of Task-Based Learning combined with pre-writing activities in improving students' writing skill.

A. Conclusion

Based on the result of the research, it could be concluded that the implementation of Task-Based Learning successfully improved the writing skill of the ninth-grade students in writing descriptive text. The improvement could be seen from the students' participation during the teaching and learning process and from the students' writing scores in each cycle. During the implementation of the research, the students became more active and confident in participating in brainstorming, group discussion, peer feedback, and individual writing activities. The guided pre-writing activities also helped the students generate and organize ideas more easily before writing descriptive texts. The students' writing achievement also improved from Cycle I to Cycle II. In Cycle I, only 14 students (44%) passed the minimum passing grade (KKM), while in Cycle II, 23 students (72%) successfully passed the KKM with the mean score improving to 71.96. Since the percentage of students who passed the KKM had achieved the success criterion of the research, it could be concluded that Task-Based Learning successfully improved the students' writing skill in descriptive text writing.

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B. Suggestions

Based on the result of the research, the researcher would like to give several suggestions to the following parties:

1. For English Teachers

   English teachers are suggested to use Task-Based Learning as an alternative teaching strategy in teaching writing, especially descriptive text writing. Teachers are also encouraged to provide guided pre-writing activities such as brainstorming, vocabulary grouping, sentence construction, and outline preparation to help students generate and organize ideas more easily before writing.

2. For Future Researchers

   Future researchers are suggested to conduct further research related to the implementation of Task-Based Learning in different language skills, text types, or educational levels. They are also encouraged to develop more creative and varied learning activities to improve students' motivation and writing achievement.

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RESEACRH MATRIX

Tittle	Variable	Indicator	Source of data	Research Method	General Question:
The Use of Task-Based Learning Model to Improve Writing Skill of the IX Grade Students at MTS Fathus Salafi Jember	STUDENTS' WRITING SKILLS THE USE OF TASK BASED LEARNING	Content of the text Organization of the Text. Vocabularies Grammar. Mechanic. Pre-Task: 1. Brainstorming 2. Introducing the topic 3. Task Cycle: • Doing the task	1. Primary Data: Students' score of writing test 2. Secondary Data: Interview data Observation data Documents	1. Research Design: CAR (Classroom Action Research) which is conducted in cycles. The cycles consist of: Planning Implementation Observation Reflection Data collection method: 2. Writing test Interview Observation 3. Document review Data analysis: • Students' Achievement:	How Can the Use of Task Based Learning to Improve Students' Writing skill at IX Grade of MTS Fathus Salafi Jember?

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		• Reporting Languange Focus: Explanation about the linguistic features related to the task.		$P = \frac{F}{N} \times 100\%$ Notes: P = the Class Percentage F = Score Achieved N = Number of Student • Students' Engagement $\frac{\text{in each crateria}}{\text{The number of studenin classt}} \times 100\%$ 4. Criteria of success: At least 70% of the students achieve a minimum writing score of 70.	

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APPENDIX

Appendix 1. Lesson Plan

MODUL AJAR

BAHASA INGGRIS FASE D SIKLUS I

A. INFORMASI UMUM		
Nama Penulis	:	Ayyuf Riyadi
Satuan Pendidikan	:	SMP/MTs
Kelas/Fase	:	IX/D
Alokasi Waktu	:	2 x 40 Menit (4 Pertemuan 2 JP)
Topik	:	Indonesian's Fauna
Materi	:	Descriptive text
Metode Pembelajaran	:	Task-Based Learning
Targer Peserta Didik	:	Peserta Reguler

Capaian Pembelajaran
Capaian Pembelajaran Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris. **Elemen Menyimak – Berbicara** Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi.

Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen Membaca – Memirsa
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Elemen Menulis – Mempresentasikan
Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

Profil Pelajar Pancasila

(1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.

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B. KOMPONEN INTI

Tujuan Pembelajaran

1. Mengidentifikasi kosakata khususnya adjectives yang berkaitan dengan warna, ukuran, bentuk, dan ciri-ciri hewan dengan benar.
2. Memahami pengertian, tujuan, dan struktur descriptive text (identification dan description).
3. Menyusun kalimat sederhana menggunakan adjectives yang sesuai dengan topik yang diberikan.
4. Mengembangkan kalimat menjadi paragraf descriptive text berdasarkan

indikator yang diberikan seperti warna, ukuran, bentuk tubuh, habitat, kebiasaan, dan ciri khas.

5. Menyusun teks deskriptif secara berkelompok melalui tahapan diskusi, drafting, revisi, dan presentasi.
6. Menulis descriptive text secara individu dengan memperhatikan aspek content, organization, vocabulary, grammar, dan mechanics.

Pemahaman Bermakna

Siswa memahami bahwa menulis teks deskriptif merupakan suatu proses yang dilakukan melalui beberapa tahap, mulai dari mengumpulkan ide, mengenal kosakata, menyusun kalimat, hingga mengembangkan paragraf. Melalui kegiatan ini, siswa menyadari pentingnya penggunaan adjectives yang tepat untuk menggambarkan objek secara jelas serta memahami bahwa latihan, diskusi, dan revisi dapat membantu meningkatkan kualitas tulisan.

Pertanyaan Pemantik

1. Have you ever seen or heard about animals that live in Indonesia? What animals do you know?
2. How can you describe an animal so that other people can imagine it clearly?
3. What information should be included when describing an animal (for example: color, size, habitat, or habits)?
4. Why are adjectives important when describing animals?

Asesmen

Asesmen dalam pembelajaran ini dilakukan pada akhir pertemuan ke-4 melalui tes menulis (writing test) secara individu. Pada kegiatan ini, setiap siswa diminta menulis teks deskriptif berdasarkan gambar hewan yang diberikan. Tes dilakukan untuk mengukur kemampuan siswa dalam menulis teks deskriptif setelah mengikuti rangkaian kegiatan pembelajaran. Penilaian hasil tulisan siswa menggunakan rubrik penilaian analitik yang mencakup beberapa aspek, yaitu:

1. Content (Isi): kesesuaian isi dengan topik dan kelengkapan deskripsi.
2. Organization (Organisasi): ketepatan struktur teks deskriptif (identification

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<table>
<tr><td colspan="3">dan description) serta keterpaduan antar kalimat.
3. Vocabulary (Kosakata): ketepatan dan variasi penggunaan kosakata, terutama adjectives.
4. Grammar (Tata Bahasa): ketepatan penggunaan struktur kalimat.
5. Mechanics (Mekanika): ketepatan ejaan, tanda baca, dan penulisan huruf kapital.</td></tr>
<tr><td colspan="3">Kegiatan Pembalajaran</td></tr>
<tr><td>Tahap Kegiatan</td><td>Kegiatan</td><td>Alokasi Waktu</td></tr>
<tr><td colspan="3">Metting 1</td></tr>
<tr><td>Kegiatan Pendahuluan</td><td>1. Guru membuka pelajaran dengan salam dan doa.
2. Guru mengecek kehadiran siswa.
3. Guru menyampaikan tujuan pembelajaran, yaitu siswa dapat memahami descriptive text dan mengumpulkan ide sebelum menulis.
4. Guru melakukan apersepsi dengan menanyakan:
➢ Apakah siswa pernah mendeskripsikan seseorang atau sesuatu?
➢ Apa saja yang biasanya dideskripsikan?</td><td>10 Menit</td></tr>
<tr><td>Kegiatan Inti</td><td>Brainstorming (15 menit)
1. Guru menampilkan gambar terkait dengan fauna melalui LCD atau gambar cetak.

Sumber: samaraliveaboard.com
2. Guru meminta siswa mengamati gambar dengan seksama.</td><td>60 Menit</td></tr>
</table>

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	3. Guru mengajukan pertanyaan pemantik: ➢ What does he/she look like? ➢ What words can you use to describe this object/animal? 4. Siswa menyebutkan kosakata yang berkaitan dengan gambar (adjectives). 5. Guru menuliskan kosakata di papan tulis dan mengelompokkan kosakata berdasarkan kategori (appearance, size, color, personality). **Modelling (15 menit)** 1. Guru membagikan contoh descriptive text kepada siswa. 2. Guru meminta siswa membaca teks secara bersama-sama. 3. Guru menjelaskan: ➢ Pengertian descriptive text ➢ Tujuan descriptive text ➢ Struktur teks (Identification dan Description) ➢ Language Feature 4. Guru menunjukkan bagian-bagian teks secara langsung pada contoh. **Questioning (10 menit)** 1. Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami. 2. Guru menjawab pertanyaan siswa dan memberikan penjelasan tambahan jika diperlukan. **Linguistic Scaffolding (20 menit)** 1. Guru memberikan beberapa contoh adjective	

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	dan pola kalimat sederhana. 2. Guru meminta siswa membuat 5 kalimat sederhana yang memuat mamalia unggas dan reptile untuk membatasi teks deskripsi siswa. 3. Siswa menuliskan kalimat di buku. 4. Guru berkeliling memberikan bantuan kepada siswa yang mengalami kesulitan.	
Kegiatan Penutup	1. Guru dan siswa menyimpulkan materi hari ini. 2. Guru memberikan motivasi kepada siswa. 3. Guru menutup pelajaran.	10 Menit
Metting 2		
Kegiatan Pendahuluan	1. Guru membuka pelajaran dan mengecek kehadiran. 2. Guru mengulas materi sebelumnya secara singkat.	10 Menit
Kegiatan Inti	**Task Setup (10 menit)** 1. Guru membagi siswa ke dalam beberapa kelompok kecil. 2. Guru membagikan gambar yang berbeda kepada setiap kelompok. 3. Guru menjelaskan bahwa gambar tidak boleh di tunjukkan kepada kelompok lain. **Task Phase (25 menit)** 1. Siswa mengamati gambar terkait fauna yang diberikan. 2. Dalam satu kelompok, 2 siswa menuliskan daftar kosa kata *adjective* yang relevan dengan gambar yang didapat, serta 2 siswa lainya menuliskan kalimat konstruk berdasarkan kosa kata *adjective* yang sudah ditemukan 2 teman sebelumnya.	60 Menit

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	3. Siswa menyusun beberapa kalimat deskriptif secara bersama-sama. 4. Guru berkeliling memberikan bimbingan **Planning and Drafting (25 menit)** 1. Siswa mulai menyusun descriptive text sederhana berdasarkan kalimat yang telah dibuat. 2. Guru mengingatkan struktur teks. 3. Siswa menuliskan draft di buku atau lembar kerja.	
Kegiatan Penutup	1. Guru memberikan umpan balik umum. 2. Guru menyimpulkan pembelajaran.	10 Menit
Metting 3		
Kegiatan Pendahuluan	1. Guru membuka pelajaran dan menjelaskan kegiatan hari ini. 2. Guru mengulas pembelajaran sebelumnya agar siswa dapat mengingat materi yang akan diberikan karena berkesinambungan.	10 Menit
Kegiatan Inti	**Peer Feedback (20 menit)** 1. Siswa berdiskusi dengan teman sekelompoknya. 2. Siswa berdiskusi terkait aspek berikut: ➢ Kosakata ➢ Struktur ➢ Kejelasan isi ➢ Grammar ➢ Mechanic/Penulisan **Revision (15 menit)** 1. Siswa memperbaiki tulisan berdasarkan masukan. 2. Guru membantu jika ada kesulitan. **Presentation and Negotiation (25 menit)**	

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	1. Setiap kelompok membacakan hasil deskripsinya. 2. Kelompok lain mencoba menebak objek yang dideskripsikan. 3. Guru memberikan umpan balik.	
Kegiatan Penutup	1. Guru menyimpulkan pembelajaran. 2. Guru memberi motivasi. 3. Guru memberi informasi bahwasanya pertemuan selanjutnya akan dilakukan writing descriptive test	10 Menit
Metting 4		
Kegiatan Pendahuluan	1. Guru dan peneliti memasuki kelas dan memberi salam kepada siswa. 2. Guru memastikan kondisi kelas kondusif dan siswa siap mengikuti tes. 3. Guru menjelaskan tujuan tes menulis, petunjuk pengerjaan, dan alokasi waktu yang tersedia. 4. Guru mengingatkan siswa bahwa tes harus dikerjakan secara individu tanpa diskusi.	10 Menit
Kegiatan Inti	1. Guru membagikan worksheet/ lembar tes disertai dengan gambar. 2. Guru mengingatkan kembali secara singkat tentang struktur teks deskriptif (identification dan description). 3. Siswa menulis teks deskriptif secara individu berdasarkan gambar yang diberikan. 4. Selama kegiatan menulis berlangsung, guru dan peneliti memantau kelas untuk memastikan siswa bekerja secara mandiri dan mengikuti instruksi.	60 Menit
Kegiatan Penutup	1. Setelah waktu selesai, siswa mengumpulkan hasil tulisan kepada guru.	10 Menit

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	2. Guru menutup pembelajaran.	

Evaluasi dan Refleksi Pembelajaran

Evaluasi Pembelajaran

Evaluasi dilaksanakan pada akhir pembelajaran (pertemuan ke-4) melalui tes menulis (writing test). Bentuk asesmen berupa tes individu menulis descriptive text berdasarkan gambar hewan yang diberikan.

Aspek yang dinilai:

1. Kesesuaian isi dengan topik.
2. Struktur teks deskriptif (identification dan description).
3. Penggunaan kosakata, khususnya adjectives.
4. Tata bahasa (grammar).
5. Mekanik penulisan (ejaan dan tanda baca).

Refleksi Pembelajaran

Refleksi dilakukan oleh guru setelah kegiatan pembelajaran selesai dengan memperhatikan beberapa hal berikut:

1. Tingkat keaktifan dan partisipasi siswa selama kegiatan pembelajaran.
2. Pemahaman siswa terhadap penggunaan adjectives dan struktur teks deskriptif.
3. Kendala yang muncul selama proses pembelajaran, khususnya pada tahap pre-writing dan penulisan.
4. Efektivitas langkah-langkah pembelajaran berbasis Task-Based Language Teaching (TBLT).

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J E M B E R

LAMPIRAN-LAMPIRAN

BAHAN AJAR DESCRIPTIVE TEXT

A. Definition of Descriptive Text

Descriptive text is a type of text that describes a particular person, place, animal, or thing in detail. The main purpose of descriptive text is to give clear and vivid information so that the reader can imagine the object being described. In descriptive writing, the writer explains the characteristics, appearance, behavior, and other important aspects of the object. Descriptive text focuses on one specific object and provides detailed information about it. Therefore, descriptive text often uses adjectives and simple present tense to explain facts and general conditions.

B. Social Function of Descriptive Text

The purposes of descriptive text are:

1. To describe a specific object clearly.
2. To give detailed information about the characteristics of the object.
3. To help readers imagine the object through written descriptions.

In learning English, descriptive text helps students develop vocabulary, improve sentence structure, and practice organizing ideas in writing.

C. Generic Structure of Descriptive Text

Descriptive text usually has two main parts:

1. Identification

   Identification is the opening part of the text. This part introduces the object that will be described. It gives general information about the object, such as its name and general classification.

2. Description

   Description is the main part of the text. This part explains the characteristics of the object in detail. The description may include:

   a. Physical appearance
   b. Size and shape
   c. Color
   d. Habitat
   e. Food or habits
   f. Behavior
   g. Special or unique characteristics

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D. Language Features of Descriptive Text

Descriptive text commonly uses:

1. Simple Present Tense

   Descriptive text usually describes facts or general truths.

   Examples:

   a. The tiger lives in the forest.
   b. The bird has colorful feathers.

2. Adjectives

   Adjectives are used to describe qualities.

   Examples:

   a. Large, small, long, short
   b. Strong, fast, beautiful
   c. Rare, dangerous, unique

   Example sentence:

   The Sumatran tiger has a strong body and sharp teeth.

3. Linking Verbs

   Linking verbs are used to describe the subject.

   Examples:

   Is

   Are

   Has

   Have

   Example:

   a. The Komodo dragon is a large reptile.
   b. It has thick skin.

4. Specific Participants

   Descriptive text focuses on a specific object.

   Examples:

   a. The Komodo dragon
   b. The Bali myna
   c. The Sumatran elephant

E. Steps to Write a Descriptive Text

To write a descriptive text, students can follow these steps:

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1. Choose an object to describe.
2. Write the identification to introduce the object.
3. Write the description by explaining:
    a. Appearance
    b. Habitat
    c. Food or habits
    d. Special characteristics
4. Use adjectives to make the description clearer.
5. Use simple present tense.
6. Check grammar, spelling, and punctuation.

F. Vocabulary Support

No	Vocabulary	Meaning (Indonesian)	Example Sentence
1	Big	Besar	The elephant is big.
2	Small	Kecil	The bird is small.
3	Large	Besar	The whale is a large animal.
4	Strong	Kuat	The tiger is strong.
5	Fast	Cepat	The cheetah is fast.
6	Slow	Lambat	The turtle is slow.
7	Beautiful	Indah	The peacock is beautiful.
8	Dangerous	Berbahaya	The crocodile is dangerous.
9	Rare	Langka	The Bali myna is rare.
10	Unique	Unik	The Komodo dragon is unique.
11	Heavy	Berat	The elephant is heavy.
12	Light	Ringan	The bird is light.
13	Fur	Bulu halus	The cat has soft fur.
14	Feathers	Bulu burung	The bird has colorful feathers.
15	Wings	Sayap	The eagle has large wings.
16	Tail	Ekor	The monkey has a long tail.
17	Claws	Cakar	The tiger has sharp claws.
18	Beak	Paruh	The bird has a yellow beak.
19	Teeth	Gigi	The lion has sharp teeth.
20	Legs	Kaki	The horse has strong legs.
21	Forest	Hutan	Tigers live in the forest.
22	River	Sungai	Crocodiles live in rivers.

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23	Ocean	Laut	Whales live in the ocean.
24	Grassland	Padang rumput	Zebras live in grasslands.
25	Island	Pulau	Komodo dragons live on islands.
26	Savanna	Sabana	Some animals live in the savanna.
27	Mountain	Gunung	Some birds live in mountains.

G. Example of Descriptive Text

The Komodo Dragon

The Komodo dragon is one of the most famous animals in Indonesia. It is the largest lizard in the world and can only be found in several islands in Indonesia, such as Komodo Island, Rinca Island, and Flores Island. The Komodo dragon is a protected animal because its population is limited and it is considered an endangered species.

The Komodo dragon has a very large and heavy body. An adult Komodo dragon can grow up to three meters long and weigh more than seventy kilograms. It has thick, rough, and grayish-brown skin that helps protect its body. Its legs are strong and muscular, and it has very sharp claws that are useful for hunting and digging. The Komodo dragon also has a long and powerful tail that helps it maintain balance when walking or running.

The head of a Komodo dragon is large, with sharp teeth and a long forked tongue. The tongue is used to detect smells in the air. Komodo dragons have an excellent sense of smell and can detect prey from several kilometers away. Komodo dragons are carnivorous animals. They usually eat deer, wild pigs, birds, and smaller animals. Sometimes, they also eat carrion. When hunting, Komodo dragons move slowly and quietly before attacking their prey suddenly. Their bite contains bacteria and venom that weaken the prey.

Komodo dragons usually live in dry forests, grasslands, and savannas. They prefer hot and dry environments. During the day, they often rest under trees or in burrows to avoid extreme heat. The Komodo dragon is a unique and fascinating animal. It is not only an important symbol of Indonesian wildlife but also an important part of the ecosystem in its habitat.

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STUDENT WORKSHEET

Mata Pelajaran: Bahasa Inggris

Kelas / Semester: IX / Ganjil

Topik: *Descriptive Text*

Part 1 – Brainstorming (Pre-Task Phase)

Look at the picture shown by the teacher. Write 5 words that come to your mind.

Vocabulary	Meaning (optional)

Part 2 – Making Sentences (Pre-Writing)

Use the vocabulary above to make 5 sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

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Part 3 – Planning Your Text (Task Cycle)

Discuss with your group and complete the table (create approximately 100-150 words on each aspect).

Aspect	Description
Animal Category	
Color	
Size	
Body Shape	
Habitat	
Food	
Unique Feature	

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Part 4 – Drafting (Task Cycle)

Write a descriptive paragraph based on your plan.

Do NOT mention the animal's name.

Part 5 – Peer Feedback (Task Cycle)

1. What animal is described in the text?
   Answer: _____
2. Can you clearly imagine the animal from the description?
   ( ) Yes
   ( ) No
3. Write words that are not appropriate and give corrections:
   Incorrect word:
   _____
   _____
   _____
   _____
   Correction:
   _____
   _____
   _____
   _____
4. Does the text include (Give a Check):
   Identification : ( ) Yes ( ) No
   Description : ( ) Clear ( ) Unclear
5. Is the information easy to understand (Give a Check)?
   ( ) Yes
   ( ) No
6. Write incorrect sentence(s) and the correction:
   Incorrect sentence:
   _____
   _____
   _____

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Correction:

7. Check the following (Give a Check):
   ( ) Capitalization
   ( ) Punctuation
   ( ) Spelling
   Example of mistake:

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Part 6 – Revision (Language Focus)

Rewrite your paragraph after receiving feedback.

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MODUL AJAR

BAHASA INGGRIS FASE D SIKLUS II

C. INFORMASI UMUM		
Nama Penulis	:	Ayyuf Riyadi
Satuan Pendidikan	:	SMP/MTs
Kelas/Fase	:	IX/D
Alokasi Waktu	:	2 x 40 Menit (4 Pertemuan 2 JP)
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Targer Peserta Didik	:	Peserta Reguler

Capaian Pembelajaran
Capaian Pembelajaran Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris. **Elemen Menyimak – Berbicara** Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen Membaca – Memirsa
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Elemen Menulis – Mempresentasikan
Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

Profil Pelajar Pancasila

(1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.

D. KOMPONEN INTI

Tujuan Pembelajaran

7. Mengidentifikasi kosakata khususnya adjectives yang berkaitan dengan warna, ukuran, bentuk, dan ciri-ciri hewan dengan benar.
8. Memahami pengertian, tujuan, dan struktur descriptive text (identification dan description).
9. Menyusun kalimat sederhana menggunakan adjectives yang sesuai dengan topik yang diberikan.
10. Mengembangkan kalimat menjadi paragraf descriptive text berdasarkan indikator yang diberikan seperti warna, ukuran, bentuk tubuh, habitat, kebiasaan, dan ciri khas.

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11. Menyusun teks deskriptif secara berkelompok melalui tahapan diskusi, drafting, revisi, dan presentasi.
12. Menulis descriptive text secara individu dengan memperhatikan aspek content, organization, vocabulary, grammar, dan mechanics.

Pemahaman Bermakna

Siswa memahami bahwa menulis teks deskriptif merupakan suatu proses yang dilakukan melalui beberapa tahap, mulai dari mengumpulkan ide, mengenal kosakata, menyusun kalimat, hingga mengembangkan paragraf. Melalui kegiatan ini, siswa menyadari pentingnya penggunaan adjectives yang tepat untuk menggambarkan objek secara jelas serta memahami bahwa latihan, diskusi, dan revisi dapat membantu meningkatkan kualitas tulisan.

Pertanyaan Pemantik

5. Have you ever seen or heard about animals that live in Indonesia? What animals do you know?
6. How can you describe an animal so that other people can imagine it clearly?
7. What information should be included when describing an animal (for example: color, size, habitat, or habits)?
8. Why are adjectives important when describing animals?

Asesmen

Asesmen dalam pembelajaran ini dilakukan pada akhir pertemuan ke-4 melalui tes menulis (writing test) secara individu. Pada kegiatan ini, setiap siswa diminta menulis teks deskriptif berdasarkan gambar hewan yang diberikan. Tes dilakukan untuk mengukur kemampuan siswa dalam menulis teks deskriptif setelah mengikuti rangkaian kegiatan pembelajaran. Penilaian hasil tulisan siswa menggunakan rubrik penilaian analitik yang mencakup beberapa aspek, yaitu:

6. Content (Isi): kesesuaian isi dengan topik dan kelengkapan deskripsi.
7. Organization (Organisasi): ketepatan struktur teks deskriptif (identification dan description) serta keterpaduan antar kalimat.
8. Vocabulary (Kosakata): ketepatan dan variasi penggunaan kosakata, terutama adjectives.

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9. Grammar (Tata Bahasa): ketepatan penggunaan struktur kalimat. 10. Mechanics (Mekanika): ketepatan ejaan, tanda baca, dan penulisan huruf kapital.		
Kegiatan Pembalajaran		
Tahap Kegiatan	**Kegiatan**	**Alokasi Waktu**
Meeting 1		
Kegiatan Pendahuluan	5. Guru membuka pelajaran dengan salam dan doa. 6. Guru mengecek kehadiran siswa. 7. Guru menyampaikan tujuan pembelajaran, yaitu siswa dapat memahami descriptive text dan mengumpulkan ide sebelum menulis. 8. Guru melakukan apersepsi dengan menanyakan: ➢ Apakah siswa pernah mendeskripsikan seseorang atau sesuatu ➢ Apa saja yang biasanya dideskripsikan?	10 Menit
Kegiatan Inti	**Brainstorming (15 menit)** 1. Guru menampilkan gambar terkait dengan fauna melalui LCD atau gambar cetak. 2. Guru meminta siswa mengamati gambar dengan seksama. 3. Guru mengajukan pertanyaan pemantik: ➢ What does he/she look like? ➢ What words can you use to describe this object/animal? 4. Siswa menyebutkan kosakata yang berkaitan dengan gambar (adjectives). 5. Guru menuliskan kosakata di papan tulis dan mengelompokkan kosakata berdasarkan kategori (appearance, size, color, personality). **Modelling (15 menit)**	60 Menit

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	1. Guru membagikan contoh descriptive text kepada siswa. 2. Guru meminta siswa membaca teks secara bersama-sama. 3. Guru menjelaskan: ➢ Pengertian descriptive text ➢ Tujuan descriptive text ➢ Struktur teks (Identification dan Description) ➢ Language Feature 4. Guru menunjukkan bagian-bagian teks secara langsung pada contoh. **Questioning (10 menit)** 1. Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang belum dipahami. 2. Guru menjawab pertanyaan siswa dan memberikan penjelasan tambahan jika diperlukan. **Linguistic Scaffolding (20 menit)** 1. Guru memberikan beberapa contoh adjective dan pola kalimat sederhana. 2. Guru membagikan sentence pattern card untuk membantu siswa menyusun kalimat descriptive text. Contoh pola kalimat: ➢ It is a … ➢ It has … ➢ It lives in … ➢ It usually eats … ➢ It is very … 3. **Guru memberikan mini grammar review**	

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	tentang simple present tense dan penggunaan has/have. 4. Guru meminta siswa membuat 5 kalimat sederhana yang memuat mamalia, unggas, dan reptil untuk membatasi teks deskripsi siswa. 5. **Guru memberikan contoh perbaikan kalimat salah dan benar sebelum siswa mulai menulis.** Contoh: ➢ Tiger have sharp teeth (salah) ➢ Tiger has sharp teeth (benar) 6. Siswa menuliskan kalimat di buku. 7. Guru berkeliling memberikan bantuan kepada siswa yang mengalami kesulitan.	
Kegiatan Penutup	4. Guru dan siswa menyimpulkan materi hari ini. 5. Guru memberikan motivasi kepada siswa. 6. Guru menutup pelajaran.	10 Menit
Meeting 2		
Kegiatan Pendahuluan	3. Guru membuka pelajaran dan mengecek kehadiran. 4. Guru mengulas materi sebelumnya secara singkat.	10 Menit
Kegiatan Inti	**Task Setup (10 menit)** 4. Guru membagi siswa ke dalam beberapa kelompok kecil. 5. Guru membagikan gambar yang berbeda kepada setiap kelompok. 6. Guru menjelaskan bahwa gambar tidak boleh ditunjukkan kepada kelompok lain. **Task Phase (25 menit)** 1. Siswa mengamati gambar terkait fauna yang	60 Menit

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	diberikan. 2. Dalam satu kelompok, 2 siswa menuliskan daftar kosa kata adjective yang relevan dengan gambar yang didapat, serta 2 siswa lainnya menuliskan kalimat konstruk berdasarkan kosa kata adjective yang sudah ditemukan teman sebelumnya. 3. **Siswa mengecek kembali grammar dan penggunaan simple present tense pada setiap kalimat menggunakan grammar checklist sederhana.** 4. Siswa menyusun beberapa kalimat deskriptif secara bersama-sama. 5. Guru berkeliling memberikan bimbingan. **Planning and Drafting (25 menit)** 1. Siswa mulai menyusun descriptive text sederhana berdasarkan kalimat yang telah dibuat. 2. Guru mengingatkan struktur teks. 3. **Sebelum menulis paragraph lengkap, siswa diminta menyusun bagian identification dan description secara terpisah.** 4. **Guru memberikan contoh singkat cara menggabungkan beberapa kalimat menjadi descriptive paragraph yang runtut.** 5. Siswa menuliskan draft di buku atau lembar kerja.	
Kegiatan Penutup	3. Guru memberikan umpan balik umum. 4. Guru menyimpulkan pembelajaran.	10 Menit
Meeting 3		
Kegiatan Pendahuluan	3. Guru membuka pelajaran dan menjelaskan kegiatan hari ini. 4. Guru mengulas pembelajaran sebelumnya agar siswa dapat mengingat materi yang akan	10 Menit

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	diberikan karena berkesinambungan.	
Kegiatan Inti	**Peer Feedback (20 menit)** 1. Siswa berdiskusi dengan teman sekelompoknya. 2. **Guru membagikan peer-feedback checklist sederhana agar siswa lebih fokus saat memberikan masukan.** 3. Siswa berdiskusi terkait aspek berikut: ➢ Kosakata ➢ Struktur ➢ Kejelasan isi ➢ Grammar ➢ Mechanic/Penulisan 4. **Siswa memberikan checklist dan saran sederhana pada bagian tulisan yang masih kurang tepat.** **Revision (15 menit)** 1. Siswa memperbaiki tulisan berdasarkan masukan. 2. **Guru memfokuskan revisi pada grammar, vocabulary, dan mechanics yang masih salah.** 3. Guru membantu jika ada kesulitan. **Presentation and Negotiation (25 menit)** 1. Setiap kelompok membacakan hasil deskripsinya. 2. Kelompok lain mencoba menebak objek yang dideskripsikan. 3. Guru memberikan umpan balik.	60 Menit
Kegiatan Penutup	4. Guru menyimpulkan pembelajaran. 5. Guru memberi motivasi. 6. Guru memberi informasi bahwasanya pertemuan selanjutnya akan dilakukan writing descriptive test.	10 Menit

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Meeting 4		
Kegiatan Pendahuluan	5. Guru dan peneliti memasuki kelas dan memberi salam kepada siswa. 6. Guru memastikan kondisi kelas kondusif dan siswa siap mengikuti tes. 7. Guru menjelaskan tujuan tes menulis, petunjuk pengerjaan, dan alokasi waktu yang tersedia. 8. Guru mengingatkan siswa bahwa tes harus dikerjakan secara individu tanpa diskusi.	10 Menit
Kegiatan Inti	5. Guru membagikan worksheet/lembar tes disertai dengan gambar. 6. Guru mengingatkan kembali secara singkat tentang struktur teks deskriptif (identification dan description). 7. Siswa menulis teks deskriptif secara individu berdasarkan gambar yang diberikan. 8. Selama kegiatan menulis berlangsung, guru dan peneliti memantau kelas untuk memastikan siswa bekerja secara mandiri dan mengikuti instruksi.	60 Menit
Kegiatan Penutup	3. Setelah waktu selesai, siswa mengumpulkan hasil tulisan kepada guru. 4. Guru menutup pembelajaran.	10 Menit
Evaluasi dan Refleksi Pembelajaran		
Evaluasi Pembelajaran Evaluasi dilaksanakan pada akhir pembelajaran (pertemuan ke-4) melalui tes menulis (writing test). Bentuk asesmen berupa tes individu menulis descriptive text berdasarkan gambar hewan yang diberikan. Aspek yang dinilai: 6. Kesesuaian isi dengan topik. 7. Struktur teks deskriptif (identification dan description). 8. Penggunaan kosakata, khususnya adjectives. 9. Tata bahasa (grammar).		

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10. Mekanik penulisan (ejaan dan tanda baca).

Refleksi Pembelajaran

Refleksi dilakukan oleh guru setelah kegiatan pembelajaran selesai dengan memperhatikan beberapa hal berikut:

5. Tingkat keaktifan dan partisipasi siswa selama kegiatan pembelajaran.
6. Pemahaman siswa terhadap penggunaan adjectives dan struktur teks deskriptif.
7. Kendala yang muncul selama proses pembelajaran, khususnya pada tahap pre-writing dan penulisan.
8. Efektivitas langkah-langkah pembelajaran berbasis Task-Based Language Teaching (TBLT).

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STUDENTS WORKSHEET

Mata Pelajaran: Bahasa Inggris

Kelas / Semester: IX / Ganjil

Topik: *Descriptive Text*

Brainstorming and Linguistic Scaffolding

A. Observe the Picture!

Look at the animal picture given by the teacher carefully.

B. Vocabulary Brainstorming

Write vocabulary related to the animal based on the categories below.

Category	Vocabulary
Color	_____
Size	_____
Body Shape	_____
Habitat	_____
Food	_____
Unique Features	_____

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C. Sentence Pattern

Use the sentence patterns below to help you write descriptive sentences.

1. It is a _____.
2. It has _____.
3. It lives in _____.
4. It usually eats _____.
5. It is very _____.

D. Grammar Review

Choose the Correct Answer!

1. Tiger (have / has) sharp teeth.
2. Elephant (live / lives) in the forest.
3. Bird (is / are) small animals.
4. Snake (have / has) long body.
5. Rabbits (eat / eats) vegetables.

E. Correct the Sentences!

Incorrect Sentence	Correct Sentence
Tiger have sharp teeth.	_____
Elephant live in the jungle.	_____
Bird are beautiful.	_____

F. Descriptive Idea Mapping Sheet

Complete the information below based on the picture.

Aspect	Description
Animal Name	
Category	
Color	
Size	
Body Shape	
Habitat	

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Food	
Unique Features	

G. Sentence Construction Activity

Write 5 descriptive sentences based on your idea mapping.

1. _____
2. _____
3. _____
4. _____
5. _____

H. Grammar Checklist

Put a check (✓) in the correct column.

Checklist	Yes	No
I use simple present tense correctly.		
I use has/have correctly.		
I use adjectives correctly.		
I use capital letters correctly.		
I use punctuation correctly.		

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Task Phase and Drafting Activity

A. Group Discussion

Discuss the animal picture with your group.

Write at least 5 adjectives related to the animal.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Descriptive Expansion Challenge

Develop each aspect into at least TWO descriptive sentences.

1. Appearance

Sentence 1 : _____
Sentence 2 : _____

2. Habitat

Sentence 1 : _____
Sentence 2 : _____

3. Food

Sentence 1 : _____
Sentence 2 : _____

4. Unique Features

Sentence 1 : _____
Sentence 2 : _____

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C. Grammar Checklist

Check your sentences before writing the paragraph.

Checklist	Yes	No
The sentences use simple present tense.		
The sentences use has/have correctly.		
The sentences use adjectives correctly.		
The sentences use correct capitalization.		
The sentences use punctuation correctly.		

D. Identification Paragraph

Write the identification paragraph below.

E. Description Paragraph

Write the description paragraph below.

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F. Complete Draft

Combine your paragraphs into a complete descriptive text.

Peer Feedback Checklist

Put a check (✓) in the correct column.

Aspect	Yes	No
The text has identification section.		
The text has description section.		
The writer uses simple present tense correctly.		
The writer uses adjectives appropriately.		
The sentences are clear and understandable.		
The writer uses capitalization correctly.		
The writer uses punctuation correctly.		

B. Suggestions for Revision

Write your suggestions below.

1. _____
2. _____
3. _____

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C. Revision Activity

Rewrite your descriptive text after receiving feedback.

D. Individual Writing Practice

Observe the picture given by the teacher and write a descriptive text individually.

Planning Section

Aspect	Information
Animal Name	
Color	
Size	
Habitat	
Food	
Unique Features	

E. Individual Descriptive Text

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Self-Checking Checklist

Checklist	Yes	No
I use simple present tense correctly.		
I use has/have correctly.		
I use adjectives correctly.		
I use identification and description correctly.		
I use capitalization and punctuation correctly.		

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Appendix 2. Student Writing Test Instrument

STUDENTS WRITING TEST

Student Identity

Name : _____

Class : _____

Number : _____

Date : _____



Spotted Cuscus

Instructions:

1. Read all instructions carefully.
2. Look at the picture of the animal provided.

Scoring Information	
Aspect	Percentage
Content	35%
Organization	25%
Vocabulary	25%
Grammar	10%
Mechanics	5%
Total	100%

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Step 1- Brain Storming

Write 7 adjectives based on the aspects below:

Aspect	Adjective
Animal Category	
Color	
Size	
Body Shape	
Habitat	
Food	
Unique Features	

Step 2-Sentence Making

Make at least 7 simple sentences using the adjectives above.

1.
2.
3.
4.
5.
6.
7.

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Step 3- Writing Identification (Score:25%)

Write the Identification of the text (1–2 sentences, about 10–20 words).

Introduce the animal clearly (name and general information).

Match the sentence in the “animal category” aspect in step 2.

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Writing Description

Describe the animal in detail using the aspects from Step 1. Write one sentence for each aspect (1 sentence, 8-12 words):

- ✓ Color
- ✓ Size
- ✓ Body Shape
- ✓ Habitat
- ✓ Food
- ✓ Unique Features

Use:

- ✓ Simple present tense
- ✓ Match the sentence in step 2
- ✓ Your outline as a guide

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Write your complete descriptive text using the outline you have created above.

Writing Area

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SCORING RUBRIC

Aspect	5	4	3	2	1
Content (Sentence Accuracy)	Writes 5 correct, relevant, and complete sentences based on the given aspects. All sentences clearly describe the animal.	Writes 4 correct, relevant, and complete sentences. One sentence may be less accurate.	Writes 3 correct sentences, but some sentences are less clear or less relevant.	Writes 1–2 correct sentences with limited relevance and clarity.	Writes no correct or relevant sentences.
Organization	The text has a complete structure (Identification and Description). All sentences are logically ordered and well connected.	The text has a complete structure, but 1–2 sentences are not well connected.	The text has a structure, but the ideas are not logically ordered.	The text has an incomplete structure (missing Identification or Description).	The text has no clear structure and sentences are not organized.
Vocabulary (Adjectives Use)	Uses 5 correct and appropriate adjectives based on the aspects. All adjectives are accurate.	Uses 4 correct and appropriate adjectives. One adjective may be less accurate.	Uses 3 appropriate adjectives, but some are inaccurate.	Uses 1–2 adjectives, with limited accuracy.	Uses no appropriate adjectives.
Grammar	Uses simple present tense consistently with 0–2 grammatical errors.	Uses simple present tense with 3–4 grammatical errors.	Uses simple present tense with 5–6 grammatical errors.	Uses simple present tense with 7–8 grammatical errors.	Uses simple present tense with more than 8 errors, making the text difficult to understand.
Mechanics	Contains 0–2 errors in spelling, punctuation, and capitalizatio	Contains 3–4 errors in spelling, punctuation, and capitalizatio	Contains 5–6 errors in spelling, punctuation, and capitalizatio	Contains 7–8 errors in spelling, punctuation, and capitalizatio	Contains more than 8 errors in spelling, punctuation, and

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	n.	n.	n.	n.	capitalizatio n.

Perhitungan Nilai Akhir:

$$Final\ Score = \frac{Total\ Score\ Obtained}{Maximum\ Score} \text{x } 100$$

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MEDIA PEMBELAJARAN



Sumatran Tiger



Orang utan



Bali Myna



Javan Rhinoceros



Javan Hawk-Eagle



Sumatran Elephant



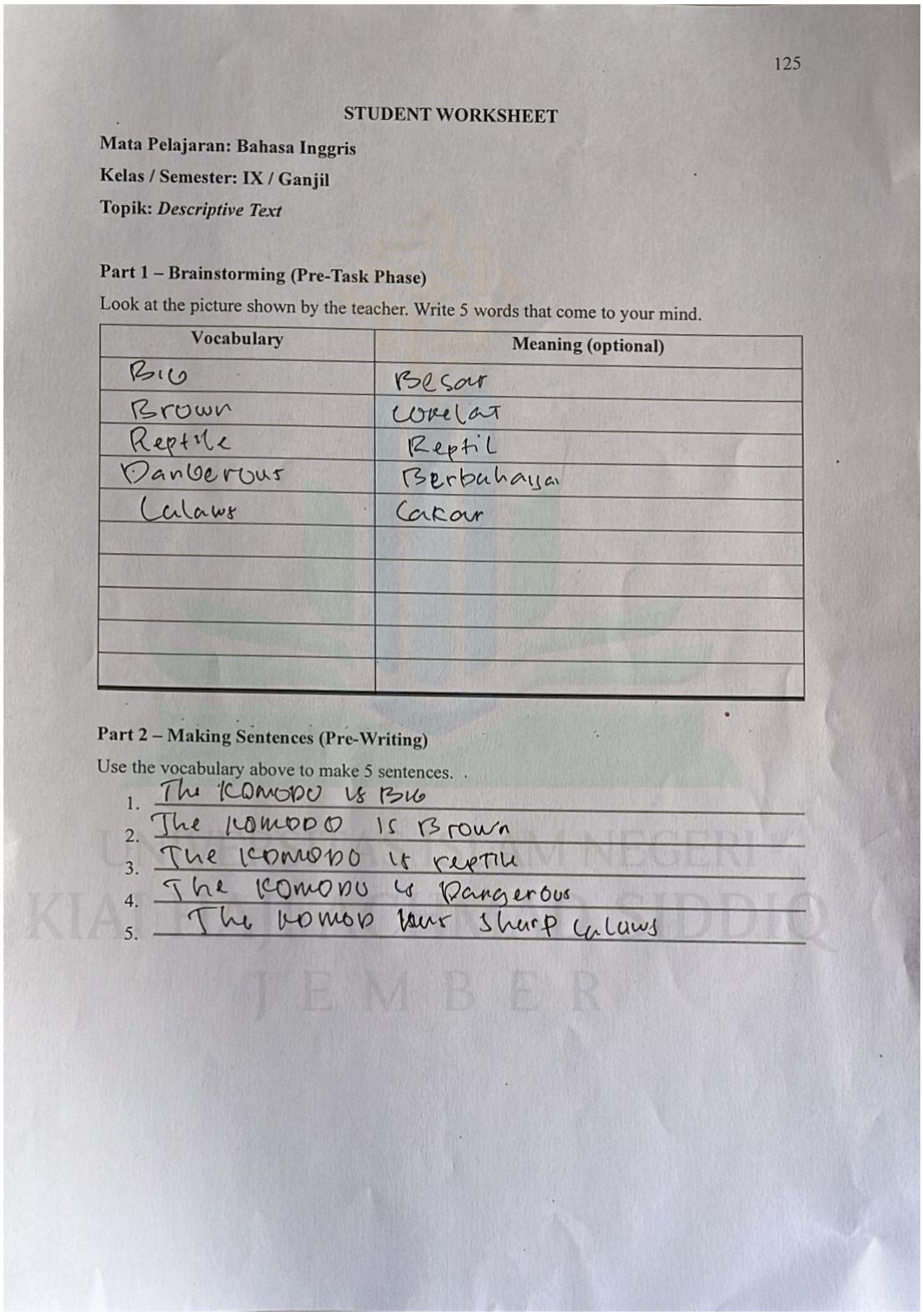
Bawean Deer



Proboscis Monkey

Appendix 3. Student Worksheet Results

Cycle I



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STUDENT WORKSHEET

Mata Pelajaran: Bahasa Inggris

Kelas / Semester: IX / Ganjil

Topik: ***Descriptive Text***

Part 1 – Brainstorming (Pre-Task Phase)

Look at the picture shown by the teacher. Write 5 words that come to your mind.

Vocabulary	Meaning (optional)
Big	Besar
Brown	Coklat
Reptile	Reptil
Danberous	Berbahaya
Culaws	Cakar

Part 2 – Making Sentences (Pre-Writing)

Use the vocabulary above to make 5 sentences.

1. The KOMODO is Big
2. The KOMODO is Brown
3. The KOMODO is reptile
4. The KOMODO is Dangerous
5. The KOMOD have sharp Culaws

Part 3 – Planning Your Text (Task Cycle)

Discuss with your group and complete the table (create approximately 100-150 words on each aspect).

Aspect	Description
Animal Category	Orange and black
Color	Big
Size	Strong Body and long tail
Body Shape	Forest
Habitat	Meat
Food	Black Stripes
Unique Feature	

Part 4 – Drafting (Task Cycle)

Write a descriptive paragraph based on your plan.

Do NOT mention the animal's name.

This animal is MAMAL. IThave orange and black color. It is Big ANIMAL. it live inporest. it eat MEAT. This ANIMAL has BLACK stripes on the body. it is strong and Dangerous. MAny people know this Animal

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Part 5 – Peer Feedback (Task Cycle)

1. What animal is described in the text?

   Answer: SUMATRA TIGER

2. Can you clearly imagine the animal from the description?

   (✓) Yes

   ( ) No

3. Write words that are not appropriate and give corrections:

   Incorrect word:

   HAVE
   LIVE
   EAT

   Correction:

   HAS
   LIVES
   EATS

4. Does the text include (Give a Check):

   Identification.: (✓) Yes ( ) No

   Description : (✓) Clear ( ) Unclear

5. Is the information easy to understand (Give a Check)?

   (✓) Yes

   ( ) No

6. Write incorrect sentence(s) and the correction:

   Incorrect sentence:

   It HAVE ORANGE AND black COLOR
   il LIVE IN FORESI. it EAT MEAT

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Correction:

ITHAS ORANGE AND BLACK COLOr
It LIVES IN THE FOREST
it EATS MEAT

7. Check the following (Give a Check):
   - (✓) Capitalization
   - (✓) Punctuation
   - (✓) Spelling

   Example of mistake:

   IT LIVE IN THE FOREST

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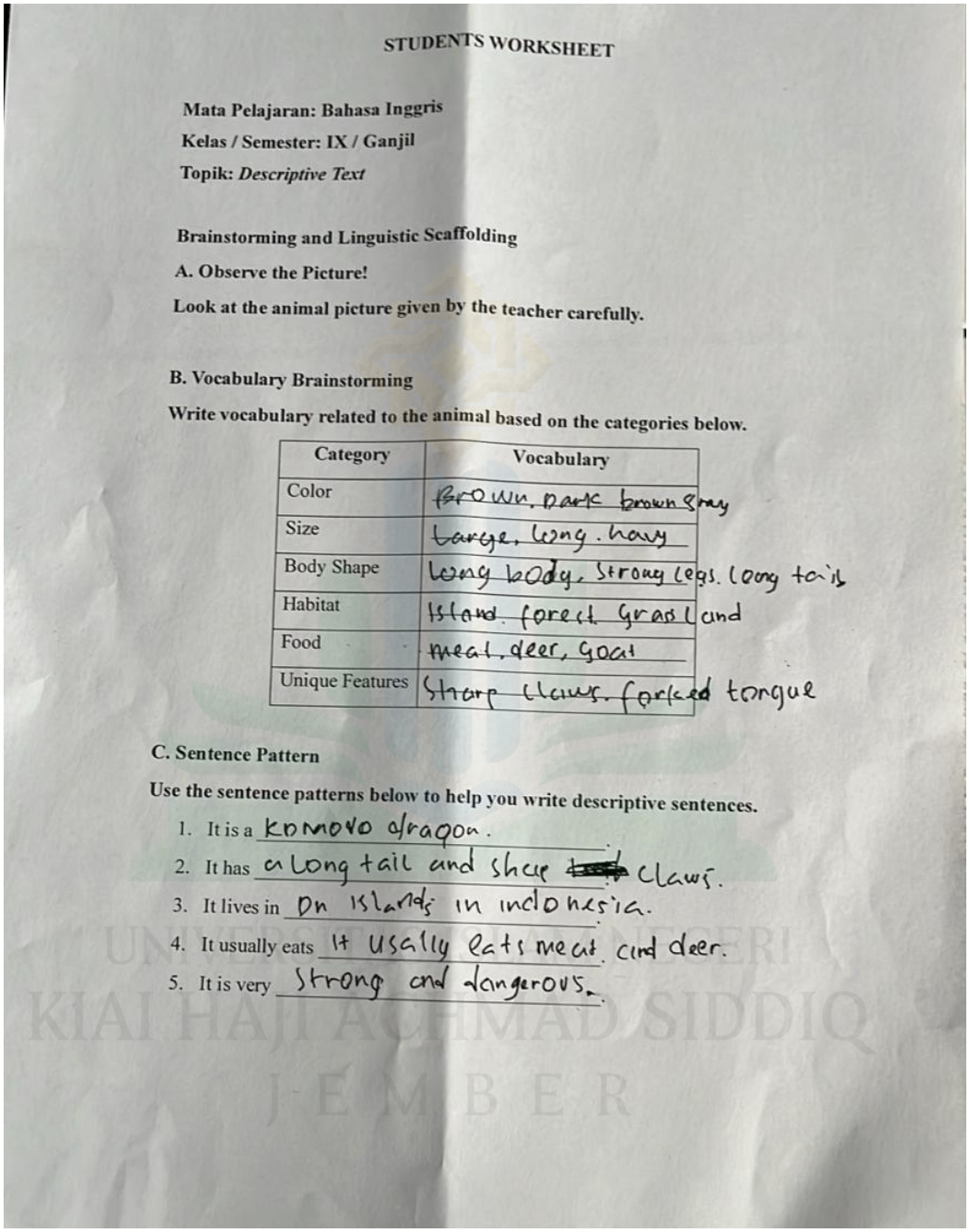
Part 6 – Revision (Language Focus)

Rewrite your paragraph after receiving feedback.

This Animal is mamal. it has orange and black color. It is a big animal has black stripes on its body. It is strong and dangerous. Many people know this animal because it is one of the unique animals in Indonesia.

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Cycle II



STUDENTS WORKSHEET

Mata Pelajaran: Bahasa Inggris
Kelas / Semester: IX / Ganjil
Topik: *Descriptive Text*

Brainstorming and Linguistic Scaffolding

A. Observe the Picture!

Look at the animal picture given by the teacher carefully.

B. Vocabulary Brainstorming

Write vocabulary related to the animal based on the categories below.

Category	Vocabulary
Color	Brown, dark brown & gray
Size	Large, long, heavy
Body Shape	Long body, strong legs, long tails
Habitat	Island, forest, grassland
Food	meat, deer, goat
Unique Features	Sharp claws, forked tongue

C. Sentence Pattern

Use the sentence patterns below to help you write descriptive sentences.

1. It is a komodo dragon.
2. It has a long tail and sharp [redacted] claws.
3. It lives in On islands in indonesia.
4. It usually eats It usally eats meat and deer.
5. It is very strong and dangerous.

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D. Grammar Review

Choose the Correct Answer!

1. Tiger (~~have~~ / has) sharp teeth.
2. Elephant (~~live~~ / lives) in the forest.
3. Bird (~~is~~ / are) small animals.
4. Snake (~~have~~ / has) long body.
5. Rabbits (eat / ~~eats~~) vegetables.

E. Correct the Sentences!

Incorrect Sentence	Correct Sentence
Tiger have sharp teeth.	Tiger have sharp teeth
Elephant live in the jungle.	Elephan Lives in the jungle
Bird are beautiful.	Birds are beatiful

F. Descriptive Idea Mapping Sheet

Complete the information below based on the picture.

Aspect	Description
Animal Name	Elephant
Category	mamal
Color	Gray
Size	Very large
Body Shape	Big body. long trunk. large ~~Ear~~ ea
Habitat	forest and grasslands

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Food	Grass, leaves. fruit
Unique Features	Long trunk and tusks

G. Sentence Construction Activity

Write 5 descriptive sentences based on your idea mapping.

1. the elephant is large mamalal.
2. it has a long trunk and large ears
3. it lete lives in forests and grasslands
4. it usually eats grass. leaves. an fruit.
5. it is very strong and intelligent.

H. Grammar Checklist

Put a check (✓) in the correct column.

Checklist	Yes	No
I use simple present tense correctly.	✓	
I use has/have correctly.	✓	
I use adjectives correctly.	✓	
I use capital letters correctly.	✓	
I use punctuation correctly.	✓	

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Task Phase and Drafting Activity

A. Group Discussion

Discuss the animal picture with your group.

Write at least 5 adjectives related to the animal.

1. Large
2. Strong
3. Intelligent
4. Gentle
5. Gray

B. Descriptive Expansion Challenge

Develop each aspect into at least TWO descriptive sentences.

1. Appearance

Sentence 1 : the elephant has very large body
Sentence 2 : It has a long trunk and large ears

2. Habitat

Sentence 1 : the elephant lives in forests and grasslands
Sentence 2 : It also eats fruits and other plants

3. Food

Sentence 1 : the elephant usally eats grass and leaves
Sentence 2 : It also eats fruits and other plants

4. Unique Features

Sentence 1 : the elephant has a long trunk.
Sentence 2 : It uses its trunk to eat, drink, and carry things

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C. Grammar Checklist

Check your sentences before writing the paragraph.

Checklist	Yes	No
The sentences use simple present tense.		
The sentences use has/have correctly.		
The sentences use adjectives correctly.		
The sentences use correct capitalization.		
The sentences use punctuation correctly.		

D. Identification Paragraph

Write the identification paragraph below.

the elephant is a large mamal. His one of the biggest land animals in the word Elephants are well known for their long trunks and large bodies.

E. Description Paragraph

Write the description paragraph below.

The elephant has gray skin. a long trunk and large ears. it lives in forests, grasslands, and savannas. It usually eats grass, leaves, fruit. and gentle. it uses its trunk to eat, drink, and pick up objects.

F. Complete Draft

Combine your paragraphs into a complete descriptive text.

the elephant has gray skin, a long trunk, and large

Peer Feedback Checklist

Put a check (✓) in the correct column.

Aspect	Yes	No
The text has identification section.	✓	
The text has description section.	✓	
The writer uses simple present tense correctly.	✓	
The writer uses adjectives appropriately.	✓	
The sentences are clear and understandable.	✓	
The writer uses capitalization correctly.	✓	
The writer uses punctuation correctly.	✓	

B. Suggestions for Revision

Write your suggestions below.

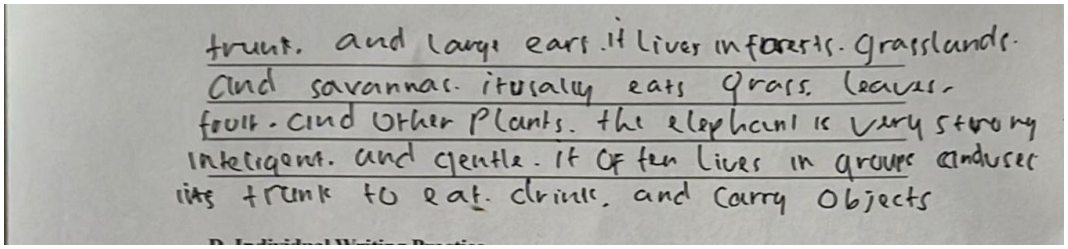
1. add more detail about the habitat
2. add one more sentence about the elephent's behavior
3. Check spelling carefully

C. Revision Activity

Rewrite your descriptive text after receiving feedback.

the elephant is large mamal. it is one of the biggest land animals in the word. Elepant are well known for their long trunks and large bodies.

The elephant hers gray skin: a long


trunk. and large ears. It Lives in forests. grasslands. and savannas. it usually eats grass, leaves. fruit. and other Plants. the elephant is very strong intelligent. and gentle. it often lives in groups and uses its trunk to eat. drink. and carry objects

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Appendix 4. Student Writing Test Result

Appendix 2. Student Writing Test Instrument

STUDENTS WRITING TEST

Student Identity

Name : Muhammad Rifqi

Class : IX

Number : 11

Date : _____



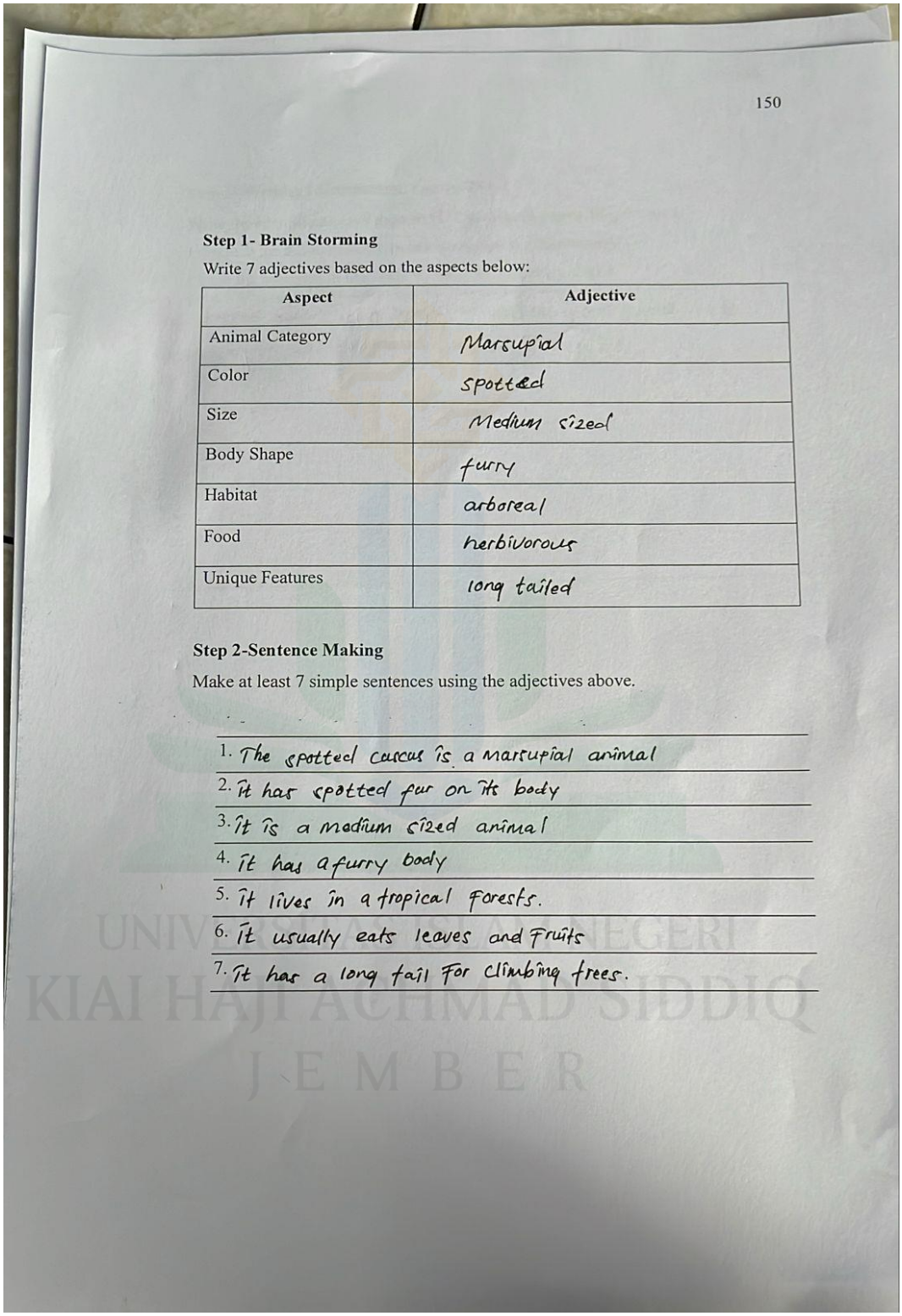
Spotted Cuscus

Instructions:

1. Read all instructions carefully.
2. Look at the picture of the animal provided.

Scoring Information	
Aspect	Percentage
Content	35%
Organization	25%
Vocabulary	25%
Grammar	10%
Mechanics	5%
Total	100%

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Step 1- Brain Storming

Write 7 adjectives based on the aspects below:

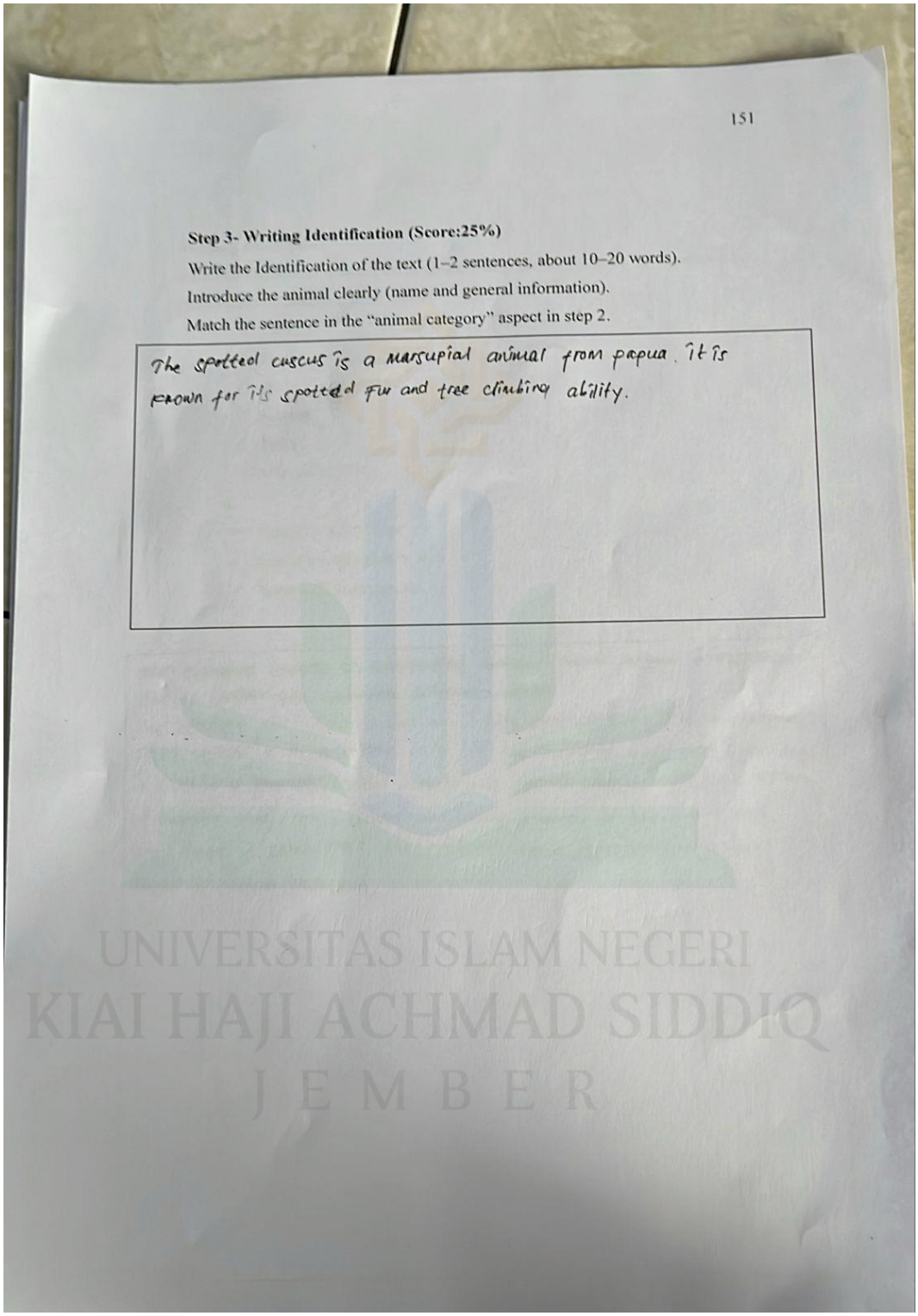
Aspect	Adjective
Animal Category	Marsupial
Color	spotted
Size	Medium sized
Body Shape	furry
Habitat	arboreal
Food	herbivorous
Unique Features	long tailed

Step 2-Sentence Making

Make at least 7 simple sentences using the adjectives above.

1. The spotted cuscus is a marsupial animal
2. It has spotted fur on its body
3. It is a medium sized animal
4. It has a furry body
5. It lives in a tropical forests.
6. It usually eats leaves and fruits
7. It has a long tail for climbing trees.

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Step 3- Writing Identification (Score:25%)

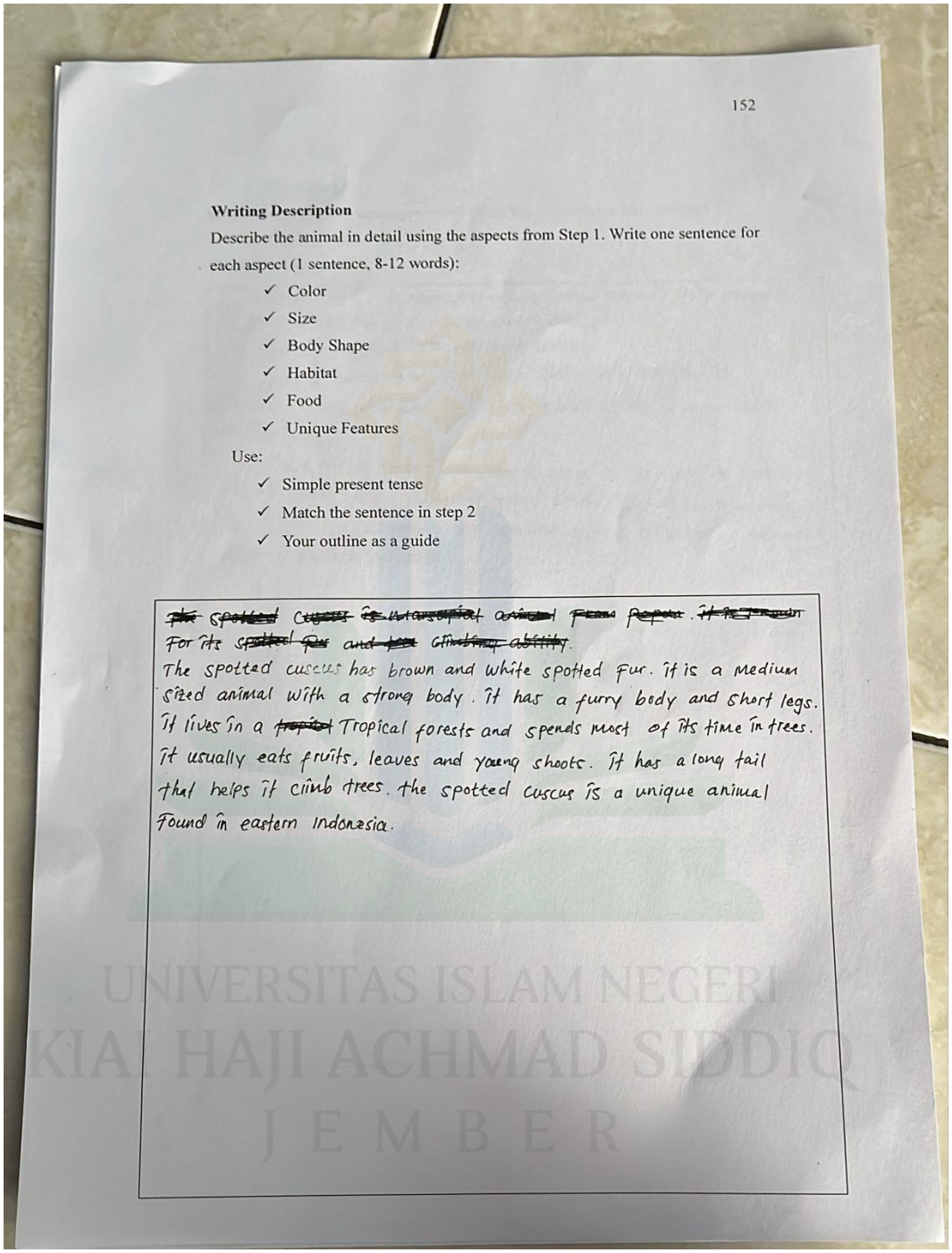
Write the Identification of the text (1–2 sentences, about 10–20 words).

Introduce the animal clearly (name and general information).

Match the sentence in the "animal category" aspect in step 2.

The spotted cuscus is a marsupial animal from papua. It is known for its spotted fur and tree climbing ability.

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Writing Description

Describe the animal in detail using the aspects from Step 1. Write one sentence for each aspect (1 sentence, 8-12 words):

- ✓ Color
- ✓ Size
- ✓ Body Shape
- ✓ Habitat
- ✓ Food
- ✓ Unique Features

Use:

- ✓ Simple present tense
- ✓ Match the sentence in step 2
- ✓ Your outline as a guide

~~The spotted cuscus is nocturnal animal from Papua. It is known~~
For its ~~spotted fur and long~~ climbing ability.
The spotted cuscus has brown and white spotted fur. It is a medium sized animal with a strong body. It has a furry body and short legs. It lives in a ~~tropical~~ Tropical forests and spends most of its time in trees. It usually eats fruits, leaves and young shoots. It has a long tail that helps it climb trees. The spotted cuscus is a unique animal found in eastern Indonesia.

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Appendix 5. Raw of Writing Score

RAW OF WRITING TEST (PRELIMINARY)

No	Nama Siswa	Nilai
1	Ahmad Fauzi	58
2	Abdul Kholiq	55
3	Ahmad Kamil	61
4	Aditya Pratama	57
5	Arifin Ridwan	63
6	Arif Prasetyo	52
7	Dedi Budiarto	59
8	Eka Maulana	62
9	Fajar Ahmad	54
10	Khairul Anam	71*
11	Muhammad Rifqi	56
12	Rizki Kurniawan	60
13	Wahyu Firmansyah	58
14	Yusuf Maulana	57
15	Zainal Abidin	68
16	Zulfikar Rahman	50
17	Anisa Aulia	72*
18	Aisyah Nur Safitri	59
19	Hanafi Nur	65
20	Irma Ayu Rahmawati	55
21	Lailatul Sari	74*
22	Nur Fadilah	61
23	Nabila Putri	67
24	Putri Ayu Azzahra	58
25	Qori Rizki Febriani	62
26	Rina Kurniawati	69
27	Siti Fatimah	56
28	Salsabila Aulia Fitri	53
29	Taufik Rahman	64
30	Umi Laila	57
31	Vina Nur Azizah	70*
32	Zahra Fadhilah	60

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RAW SCORES OF STUDENTS' WRITING TEST

Cycle I

Teacher's Score

No	Initial	C	O	V	G	M	Final
1	AFZ	4	4	4	4	4	72
2	AKD	4	3	4	3	4	66
3	AKH	4	4	4	3	4	70
4	ANA	3	4	3	3	4	64
5	ADP	4	4	3	4	4	69
6	ARI	3	3	3	2	4	58
7	ARP	4	3	3	4	3	67
8	ASN	4	4	4	3	5	71
9	DBR	3	4	3	3	4	65
10	EMA	4	4	4	4	5	74
11	FAA	3	3	3	3	3	60
12	HNF	4	4	3	4	4	70
13	IRA	3	3	4	3	4	62
14	KAN	3	4	3	3	4	64
15	LSA	4	4	3	4	4	69
16	MRF	3	3	2	3	3	56
17	NAP	4	4	4	3	4	70
18	NFA	3	4	3	3	4	63
19	PAA	4	4	4	4	4	72
20	QRF	3	3	3	3	4	61
21	RKA	5	4	4	4	4	74
22	SAF	4	3	3	4	3	66
23	SFA	4	4	4	3	4	69
24	TRA	3	4	3	3	4	64
25	ULA	4	3	4	3	4	67
26	VNA	4	4	4	3	5	71
27	WAF	3	3	4	3	4	62
28	XRA	3	3	3	2	4	59
29	YSA	4	4	4	3	4	70
30	ZAF	3	4	3	3	4	65
31	ZFA	4	4	3	4	4	68
32	ZRA	3	4	3	3	4	63

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Researcher's Score

No	Initial	C	O	V	G	M	Final
1	AFZ	4	4	4	4	4	76
2	AKD	4	3	4	3	4	70
3	AKH	4	4	4	3	4	74
4	ANA	3	4	3	3	4	66
5	ADP	4	4	3	4	4	71
6	ARI	3	3	3	2	4	62
7	ARP	4	3	3	4	3	71
8	ASN	4	4	4	3	5	75
9	DBR	3	4	3	3	4	69
10	EMA	4	4	4	4	5	76
11	FAA	3	3	3	3	3	64
12	HNF	4	4	3	4	4	72
13	IRA	3	3	4	3	4	66
14	KAN	3	4	3	3	4	68
15	LSA	4	4	3	4	4	71
16	MRF	3	3	2	3	3	60
17	NAP	4	4	4	3	4	74
18	NFA	3	4	3	3	4	67
19	PAA	4	4	4	4	4	76
20	QRF	3	3	3	3	4	65
21	RKA	5	4	4	4	4	78
22	SAF	4	3	3	4	3	70
23	SFA	4	4	4	3	4	73
24	TRA	3	4	3	3	4	68
25	ULA	4	3	4	3	4	71
26	VNA	4	4	4	3	5	75
27	WAF	3	3	4	3	4	66
28	XRA	3	3	3	2	4	63
29	YSA	4	4	4	3	4	74
30	ZAF	3	4	3	3	4	69
31	ZFA	4	4	3	4	4	70
32	ZRA	3	4	3	3	4	67

English Teacher of MTS Fathus Salafi

Tatiq Iriana, S. Pd.

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J E M B E R

Cycle II

Teacher's Score

No	Initial	C	O	V	G	M	Final
1	AFZ	5	4	4	4	5	76
2	AKD	4	4	4	4	4	72
3	AKH	4	4	4	3	5	70
4	ANA	5	4	4	4	5	78
5	ADP	4	4	3	3	4	67
6	ARI	4	4	4	4	4	73
7	ARP	5	4	4	4	4	75
8	ASN	4	4	4	3	5	71
9	DBR	4	4	3	4	4	69
10	EMA	5	5	4	4	5	80
11	FAA	4	4	4	4	5	74
12	HNF	4	3	4	3	4	66
13	IRA	5	4	4	4	5	77
14	KAN	4	4	4	4	4	72
15	LSA	4	4	3	4	4	68
16	MRF	4	4	4	3	5	70
17	NAP	5	5	4	4	5	79
18	NFA	5	4	4	4	4	75
19	PAA	4	3	4	3	4	64
20	QRF	4	4	4	4	4	73
21	RKA	4	4	4	3	5	71
22	SAF	4	3	4	3	4	68
23	SFA	4	4	4	4	4	72
24	TRA	5	4	4	4	5	76
25	ULA	4	3	4	3	4	66
26	VNA	4	3	4	3	4	66
27	WAF	4	3	3	4	4	65
28	XRA	4	4	4	4	5	74
29	YSA	4	3	4	3	4	67
30	ZAF	3	4	3	3	4	63
31	ZFA	4	4	4	4	4	72
32	ZRA	4	3	4	3	4	67

English Teacher of MTS Fathus Salafi

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Researcher's Score

No	Initial	C	O	V	G	M	Final
1	AFZ	5	4	4	4	5	80
2	AKD	4	4	4	4	4	76
3	AKH	4	4	4	3	5	74
4	ANA	5	4	4	4	5	82
5	ADP	4	4	3	3	4	71
6	ARI	4	4	4	4	4	77
7	ARP	5	4	4	4	4	79
8	ASN	4	4	4	3	5	75
9	DBR	4	4	3	4	4	73
10	EMA	5	5	4	4	5	84
11	FAA	4	4	4	4	5	78
12	HNF	4	3	4	3	4	70
13	IRA	5	4	4	4	5	81
14	KAN	4	4	4	4	4	76
15	LSA	4	4	3	4	4	72
16	MRF	4	4	4	3	5	74
17	NAP	5	5	4	4	5	83
18	NFA	5	4	4	4	4	79
19	PAA	4	3	4	3	4	68
20	QRF	4	4	4	4	4	77
21	RKA	4	4	4	3	5	75
22	SAF	4	3	4	3	4	72
23	SFA	4	4	4	4	4	76
24	TRA	5	4	4	4	5	80
25	ULA	4	3	4	3	4	70
26	VNA	4	3	4	3	4	70
27	WAF	4	3	3	4	4	69
28	XRA	4	4	4	4	5	78
29	YSA	4	3	4	3	4	71
30	ZAF	3	4	3	3	4	67
31	ZFA	4	4	4	4	4	76
32	ZRA	4	3	4	3	4	71

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J E M B E R

English Teacher of MTS Fathus Salafi

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Appendix 6. Reserach Journal

RESEARCH JOURNAL

No.	Activity	Date	Signature
1	Preliminary Study	October 13, 2025	
2	Submission of research permission letter and coordination with the school authorities.	Maret 16, 2026	
3	Instrument Development and Validation	April 13, 2026	
4	Cycle I Implementation	April 13–15, 2026	
5	Reflection and Revision of Cycle I	April 15–19, 2026	
6	Cycle II Implementation	April 20–22, 2026	

Approved by,
Principal of MTS Fathus Salafi

Qomari, S. Pd. I

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Appendix 7. Declaration of Authorship

DECLARATION OF AUTHORSHIP

The undersign bellow:

Name	:	Ayyuf Riyadi
SRN	:	213101060002
Place, date of birh	:	Pamekasan, September, 19, 2002
Address	:	Batu Bintang Village, Batumarmar District, Pamekasan
Faculty	:	FTIK
Program	:	English Education

State that thesis entitled **"The Use of Task-Based Learning Model to Improve Writing Skill of The IX Grade Students at MTS Fathus Salafi Jember"** is truly my own work. It does not include any writings or publications that have already been authored or published by another individual, except for those cited in the quotation and bibliography. I am the only person who will be responsible, if anyone objected.

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Jember, 5 June 2026
Author



Ayyuf Riyadi

Appendix 8. Statement Letter of Plagiarism Check Completion

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Ayyuf Riyadi

NIM : 213101060002

Program Studi : Tadris Bahasa Inggris (TBI)

Judul Karya Ilmiah : The Use Of Task-Based Learning Model To Improve Writing Skills Of The Class IX Graders Students At MTS Fathus Salafi Jember, telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (17,6%)

1. BAB I : 21%
2. BAB II : 22%
3. BAB III : 17%
4. BAB IV : 22%
5. BAB V : 6%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 25 Mei 2026

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember

(Ulfa Dina Novienda, M.Pd.)

NIP. 198308112023212029

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Appendix 9. Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-16778/In.20/3.a/PP.009/05/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTS Fathus Salafi
JL. Mohammad Thohir, No. 48, Limbungsari, Ajung, Kidul Besuk, Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	213101060002
Nama	:	AYYUF RIYADI
Semester	:	Semester sepuluh
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai The Use Of Task-Based Learning Model To Improve Students Writing Skills Of Class IX Students at MTS Fathus Salafi Jember In Academis Year 2025-2026 selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak Qomari, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Maret 2026
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 10. Research Completion Letter



YAYASAN FATHUS SALAFI
MADRASAH TSANAWIYAH FATHUS SALAFI
Jalan Moh. Thohir Nomor 48 Ajung Jember 68175
Telepon 085230304059
Email : mts.fathus.salafi2006@gmail.com

SURAT KETERANGAN

Nomer : 50/Mtss.016/PP.04 /V/2026

Yang bertanda tangan dibawah ini:

Nama : Qomari, S.Pd.I

Nip : -

Jabatan : Kepala Madrasah

Menerangkan Bahwa Mahasiswa Universitas Islam Negeri Kiai Haji Acmad Siddiq Jember yang Bernama :

Nama : Ayyuf Riyadi

Nim : 213101060002

Program Studi : Tadris Bahasa Inggris

Telah selesai melaksanakan penelitian di MTs Fathus Salafi dengan judul Skripsi "THE USE OF TASK-BASED LEARNING MODEL TO IMPROVE STUDENTS' WRITING SKILLS OF CLASS IX IN ACADEMIC YEAR 2025/2026", yang dimulai pada tanggal 16 Maret 2026 s.d 16 Mei 2026.

Demikian surat ini kami sampaikan untuk dapat digunakan sebagaimana mestinya.

Jember, 16 Mei 2026
Kepala Madrasah

Qomari, S.Pd.I

CURRICULUM VITAE



Name	:	Ayyuf Riyadi
SRN	:	213101060002
Place, date of birh	:	Pamekasan, September, 19, 2002
Address	:	Batu Bintang Village, Batumarmar District, Pamekasan
Religion	:	Islam
Faculty/Program	:	FTIK/Engslih Eduaction
Email	:	ayyufriyadi1234@gmail.com
Educational Background	:	1. TK Tarbiyatul Atfal 2. SDN Tamberu 1 3. SMP Puncak Darussalam 4. SMA Assayfiyah Safiiyah
Organizational Experiences		1. Member of PMII at UIN KHAS Jember 2. Scientific Field at FKMSB 3. Member of the UKOR at UIN KHAS Jember 4. Head of DEMA of the FTIK 5. Chair of the Student Association (HMPS) at TBI 6. Member of Geninusa Jatim.

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