

IMPLEMENTING WRITING THROUGH A TASK-BASED LEARNING IN THE JUNIOR HIGH SCHOOL

By

Ni Komang Rapini

1812021021

ABSTRACT

The present research described the process and assessed writing ability implemented through task-based learning in writing in Junior High School. The design applied was a classroom research design. The data were analyzed descriptively in qualitative and quantitative research. The research subjects included the English teacher and students. The research objects studied: 1) the stages implementation of task-based learning 2) students' writing ability implemented through task-based learning in Sekolah Menengah Negeri 4 Sawan. Data were collected using learning syntax (scenario) and a writing ability test. The research findings were: the output of students' writing ability through writing test through Task-based learning implementation based on seven writing indicators namely title, topic sentence, develop topic sentence, arrange supporting sentence, grammar, diction, and mechanic showed in descriptive of person paragraph are Mean = 87.94 and Standard Deviation = 7.15. Whereas, the mean ability of descriptive of procedure paragraph are: Mean = 93.51 and Standard Deviation = 6.95 respectively. The implementing TBL in writing descriptive paragraphs of person and procedure showed that TBL technique already helps the students to improve their writing especially in descriptive of person and procedure paragraphs based on the seven writing indicators namely title, topic sentence, develop topic sentence, arrange supporting sentence, grammar, diction, and mechanic.

***Keyword:* Writing, a task-based learning, junior high school**

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ABSTRAK

Penelitian ini mendeskripsikan proses dan penilaian kemampuan menulis yang dilaksanakan melalui pembelajaran menulis berbasis tugas di Sekolah Menengah Pertama. Desain yang digunakan adalah desain penelitian kelas. Data dianalisis secara deskriptif dalam penelitian kualitatif dan kuantitatif. Subjek penelitian meliputi guru bahasa Inggris dan siswa. Objek penelitian yang diteliti: 1) tahapan pelaksanaan pembelajaran berbasis tugas 2) kemampuan menulis siswa yang dilaksanakan melalui pembelajaran berbasis tugas di Sekolah Menengah Negeri 4 Sawan. Data dikumpulkan dengan menggunakan sintaks pembelajaran (skenario) dan tes kemampuan menulis. Hasil penelitian ini adalah: output kemampuan menulis siswa melalui tes menulis melalui penerapan pembelajaran berbasis tugas berdasarkan tujuh indikator menulis yaitu judul, kalimat topik, mengembangkan kalimat topik, menyusun kalimat pendukung, tata bahasa, diksi, dan mekanik ditunjukkan secara deskriptif. paragraf person adalah Mean = 87,94 dan Standar Deviasi = 7,15. Sedangkan rerata kemampuan deskriptif paragraf prosedur berturut-turut adalah: Rerata = 93,51 dan Standar Deviasi = 6,95. Penerapan TBL dalam menulis paragraf deskriptif orang dan prosedur menunjukkan bahwa teknik TBL sudah membantu siswa untuk meningkatkan tulisan mereka terutama dalam paragraf deskriptif orang dan prosedur berdasarkan tujuh indikator penulisan yaitu judul, kalimat topik, mengembangkan kalimat topik, menyusun kalimat pendukung., tata bahasa, diksi, dan mekanik.

Kata kunci: *menulis, pembelajaran berbasis tugas, sekolah menegah pertama*