INSTRUCTIONAL MODEL OF TASK-BASED LANGUAGE TEACHING FOR WRITING LEARNING IN THE 10TH GRADE AT SENIOR HIGHSCHOOL : A SINGLE CASE STUDY AT SMAN 4 BLITAR

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2024

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DEDICATION

With gratitude and respect, I dedicate this thesis to:

1 First and foremost, I would like to express my thanks to Allah SWT, the Most Gracious and Most Merciful, for all the blessings He has bestowed upon me. His divine support has given me the strength, enthusiasm, and optimism necessary to complete this thesis. It is through the will of Allah SWT that I have been able to overcome each challenge, one by one.

2 This thesis is dedicated to my beloved family, who have always supported, motivated, and encouraged me throughout my academic journey. To my parents, my mother, Mrs. Hanis Puryanti, and my father, Mr. Hery Setyawan, I thank you for your love, sacrifices, and unwavering belief in my dreams.

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8 Lastly, I dedicate this work to myself, for persevering through all challenges with a positive mind and spirit. My determination, intention, and thoughts have played a crucial role in overcoming the obstacles and completing this thesis.

MOTTO

「しょうらいどうなるかなんてきにしない。せいこうしようがしっぱいしようが。でもひとつだけたしかなことがある。いまのこうどうがしょうらいのじぶんをかたちづくる。」 -うずまき・ナルト

"I don't care what I will become in the future. Whether I will succeed or fail. But one thing for sure, what I do now will shape me in the future."

(Naruto Uzumaki)

“You have to see the world for yourself to appreciate how beautiful it is”

(Lesser Lord Kusanali)

There is no point in living with regret. While there is time, seize the moment to change what can be changed. For the things that cannot be altered, embrace them as lessons for the future.

(Anggun Nurafni Oktavia as the writer)

ABSTRACT

Anggun Nurafni Oktavia, 2024. *Instructional Model of Task-Based Language Teaching for Writing Learning In The 10th Grade at Senior Highschool : A Single Case Study at SMAN 4 Blitar*. Thesis English Education Departement, Undergraduate Program, Islamic University of Balitar, Blitar. Advisor (1) Supriyono M. Ed, Advisor (2) Yusniarsi Primasari M. Pd

Keywords : Task-Based Language Teaching, Writing Learning

This study explored how Task-Based Language Teaching (TBLT) is applied to writing instruction for 10th graders at SMAN 4 Blitar. It focused on understanding the actual teaching and learning process within the classroom.

The research used a qualitative case study approach, gathering data through interviews, observations, and document analysis. Participants included 10th-grade English teachers, students, and the school principal. Data analysis involved collection, reduction, display, and conclusion/verification, with validation through triangulation and check-re-check techniques.

Findings highlighted the comprehensive nature of TBLT implementation. Planning involved understanding student needs, aligning tasks with curriculum, and preparing resources. Implementation included group work, writing tasks, and feedback. Evaluation used consultations, presentations, and ongoing assessment. Follow-up focused on analyzing student performance, identifying improvement areas, and providing additional support.

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Finally, the researcher realized that work is far from the perfection. The researcher accepts all criticism and suggestion, and look forward to the development of this paper for future researcher.

Blitar,22th August 2024

Anggun Nurafni Oktavia
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TABLE OF CONTENT

COVER ..... **i**

SHEET OF APPROVAL ..... **iii**

SHEET OF CERTIFICATION ..... **iv**

DECLARATION OF AUTHORSHIP ..... **v**

DEDICATION ..... **vi**

MOTTO ..... **viii**

ABSTRACT ..... **ix**

ACKNOWLEDGEMENTS ..... **x**

TABLE OF CONTENT ..... **xii**

LIST OF TABLE ..... **xv**

LIST OF FIGURE ..... **xvi**

LIST OF APPENDICES ..... **xvii**

CHAPTER I **1**

INTRODUCTION **1**

A. Research Background 1

B. Focus Study 8

C. Research Objectives 9

D. Research Significances 10

E. Research Scope and Limitation 11

F. Key Terms 11

CHAPTER II **13**

LITERATURE REVIEW **13**

A. Theoretical Review 13

1. Writing Skills 13
2. Task-Based Language Teaching 26
3. The Application of Task-Based Language Teaching 36
4. The Advantages of Task-Based Language Teaching 40
5. The Disadvantages of Task-Based Language Teaching 46
B. Previous Studies 49
CHAPTER III 57
RESEARCH METHODOLOGY 57
A. Research Approach and Design 57
1. Research Approach 57
2. Research Design 58
B. Research Setting 62
C. Key Informant 63
D. Data Collection 64
1. Interview 65
2. Observation 68
3. Documentation 70
E. Data Analysis 73
1. Technique of Data Analysis by using Interactive Data Analysis 73
2. Instrument of Data Analysis 77
F. Checking Validity and Reliability of Research Data 80
1. Credibility 80
2. Transferability 86
3. Dependability 87
4. Confirmability 88
CHAPTER IV DATA PRESENTATION, FINDINGS, ... 89
AND DISCUSSION 89
A. Data Presentation 89
1. Focus 1: Preparation 89

2. Focus 2: Implementation 95
3. Focus 3: Evalution 100
4. Focus 4 : Follow-Up 103
B. FINDINGS 106
1. Focus 1: Preparation 106
2. Focus 2: Implementation 107
3. Focus 3: Evalution 108
4. Focus 4: Follow-Up 109
5. Wholistic Finding 110
6. Preposition 112
C. Discussion 114
CHAPTER V CONCLUSION AND RECOMMENDATION 119
A. Conclusion 119
B. Recommendation 123
REFERENCES 125

LIST OF TABLE

Table 2.1: The list of previous studies 1 49

Table 3.1: Example of Source Triangulation 1 83

Table 3.2: Example of Method Triangulation 1..... 85

Table 4.1: Check List Matrix of Preparation 1 94

Table 4.2: Check List Matrix of Implementation 1..... 99

Table 4.3: Role Order Matrix Implementation 1 99

Table 4.4: Check List Matrix of Evaluation 1..... 103

Table 4.5: Check List Matrix of Follow-Up 1 106

LIST OF FIGURE

Figure 3.1: Holistic Single Case Design according to Yin (2018), Supriyono (2019) 1 61

Figure 3.2: Interactive model of data analysis according to Miles and Huberman (1994) 1 74

Figure 4.5: Instruction Model of Task-based language teaching for writing learning 1..... 111

LIST OF APPENDICES

Appendix 1: Research Protocol 1 131

Appendix 2 : Alur Tujuan Pembelajaran (ATP) 1 183

Appendix 3: Lesson Plan 1 188

Appendix 4: Attendance List 1 195

Appendix 5: The Lesson Materials 1 196

Appendix 6: Students' Writing Draft Worksheet 1 199

Appendix 7: Students' Writing Score 1 201

Appendix 8: Remedial Assignments 1 201

Appendix 9: Certificate of Research Completion 1 202

Appendix 10: Documentations 1 204

CHAPTER I

INTRODUCTION

This first chapter of this thesis presents research background, research problems, research objectives, research significances, research scope and limitations, and research definition of the key terms.

A. Research Background

English has been established as a language the main one all over the world. In several countries, English is a foreign language that is required to be studied. The use of English as a foreign language has developed from a luxury to a necessity in various productive sectors. As a result of the globalization process, English has become important throughout the world; until recently, it was considered the language of global business. In practice, it is the language of the modern world (Handayani, 2016). Because of language disparities, English is the most widely spoken language in the world. In order to strengthen foreign language abilities and stay up with global scientific and technological changes, English is the primary foreign language topic studied in Indonesia in compliance with relevant legislation. This policy is mentioned in the rules of Law No. 20 Article 33, Section 3, which specifies that foreign languages can be utilized as the language of teaching in specific educational units to help students improve their foreign language abilities. So English subjects in Indonesia aim to enable students to develop the ability to communicate and develop knowledge about language and culture through learning English at school.

In this digital age, studying English is critical to improving students' cognitive capacities and keeping the Indonesian country competitive. English is very important for students to learn in Indonesia because nowadays English is increasingly widespread in various media and industries in Indonesia, which indicates that the presence of English in Indonesia is growing rapidly. English is also taught at high schools in Indonesia. According to the present curriculum, English language topics follow an Independent curriculum. The Independent curriculum is base on six language skills: listening, speaking, reading, viewing, writing, and presenting diverse forms of texts. Based on the Independet Curriculum, the high school English learning approach is student-centered and tailored to student requirements through the use of technology to ensure learning integrity. The curriculum consists of four abilities that teachers have to demonstrate. English language studied in Indonesian schools that includes the following four skills: reading, writing, speaking and listening. Students must be able to master these four language skills. Ur in Swary (2014) states in his book "A Course in Language Teaching: Practice in Theory": Writing is the most widely used of the four skills (listening, speaking, reading, and writing) in foreign language classes as a practical means of connecting with language components. For example, noting new vocabulary, practicing grammar rules, writing responses to readingand completing written evaluations. Students are expected to be skilled in language through journals, articles, fiction, letters, scientific papers and other written results in writing classes.

Curriculum-based English learning targets, among others: 1. Improve your English communication skills by using a variety of multimodal materials; 2.

Develop intercultural competency by understanding and appreciating the viewpoints, activities, and products of other cultures and languages; 3. Gain the confidence to express oneself as an independent and responsible individual; 4. Improve critical and creative reasoning abilities. In Indonesia, English learning is currently taught based on an independent curriculum where teachers deliver teaching material tailored to students' needs and interests. Teachers modify instruction based on students' characteristics, interests, needs, and learning styles. Teachers must cooperate with students to execute the autonomous curriculum. In addition to literature, teachers must include proper technology into instruction for students. There are still many obstacles and opposition for teachers in implementing the curriculum that applies to English language learning, including: 1. English is a foreign language in Indonesia, making it difficult to apply in everyday life; 2. English language learning and methods that are less appealing to students; and 3. Students' lack of motivation and enthusiasm for participating in English learning. So even though English language learning has been included into the curriculum, there are still various learning issues caused by events that occur in schools.

According to Indriani (2017), second language learners are expected to develop cohesive writing by using rhetoric and discourse strategies. Meanwhile, critical thinking is very important and needed to improve students' writing skills. Writing critically allows students to improve the quality of their writing skills so that it really supports student learning achievement. Writing problems are often a difficulty for Indonesian students. However, Putu et al. (2017) states there are eight writing difficulties: 1. difficulty determining the topic, 2. difficulty

determining the theme, 3. difficulty creating a writing outline, 4. difficulty developing a framework, 5. difficulty in arranging events into a storyline , 6. difficulty in determining conflict events, 7. difficulty in composing effective sentences, and 8. difficulty in composing good paragraphs. This is further proven by the fact that when English lecturers ask their students to write academic papers in English, they make many grammatical errors and do not meet the standards of competent and accurate academic writing (Mustakim & Ismail, 2017).

Based on the results of interviews with English teachers of grade 10 at SMAN 4 Blitar, it was stated that the problem in learning writing for grade 10 lies in students' interests and motivations, which impacts their level of understanding and writing abilities. The lack of interest and motivation in writing is due to a lack of literacy, lack of writing habits, misuse of technology, habits of copying and pasting, and the perception that writing in English is difficult. These factors affect students' writing abilities and skills. Students tend to have difficulty understanding writing, determining ideas, choosing writing topics, arranging events into a storyline, expressing ideas in writing, and understanding grammar. Most students who truly understand and are interested in learning to write in English are only around one or two, while there are still many students who are not interested in English, leading to a low level of understanding. The results of interviews with teachers at SMAN 4 Blitar highlight the various difficulties faced by students in writing, as identified by Putu et al. (2017). Furthermore, the statement of the English teacher at SMAN 4 Blitar is relevant to the results of a study conducted by Mustakim & Ismail (2017) which showed that when English lecturers asked students to write scientific papers in English, many of them made grammatical

errors and did not meet the standards of competent and accurate scientific writing. This was also seen at SMAN 4 Blitar, where students often made grammatical errors in writing a text and did not understand how grammar was used. This condition emphasizes the need for effective teaching strategies to improve students' writing skills, such as the implementation of Task-Based Language Teaching, which can help students overcome various writing difficulties and improve their overall writing skills.

Thus, the challenges in writing identified by Putu et al. (2017) and the grammatical errors noted by Mustakim & Ismail (2017) are very relevant to the situation faced by students at SMAN 4 Blitar. The identification of these difficulties emphasizes the importance of pedagogical interventions designed to overcome these weaknesses, increase students' learning motivation, and develop better and more competent writing skills. Based on the difficulty circumstance, one noteworthy strategy for conquering it is to maximize the teacher's learning approaches. As is the learning methodology used by instructors to teach writing, especially Task-Based Language Teaching, often known as task-based English Learning. In this situation, the researcher discovered that the learning model was more methodical in relation to the curriculum. This way of doing case study research is also novel when compared to earlier studies.

On the other hand, based on the previous studies on The Effect of Make-A-Match Technique on Students' Writing Skill In Procedure Text At SMPN 2 Bumiayu, it indicates that the employment of the make-a-match technique has an influence on boosting students' writing abilities in procedure text at SMPN 2 Bumiayu (Anwar, 2023). Then, It's The Research Of Improving Students' Writing

Ability Through Clustering Technique at the SMP AL-HASRA Bojongsari-Depok demonstrated that the findings of research employing the clustering technique reveal that studentss' writing abilities have improved. At the end of the cycle, students eventually obtain good grades. As a result, the clustering technique can help studentss enhance their writing skills (fajriyani, 2011). While, in the Research of Analysis Task-Based Language Teaching approach used by the teacher to improve writing ability at SMA Negeri 08 Mukomuko the result stage, students provided favorable feedback indicating an improvement in their writing skills. So based on previous research, learning methods are very important in achieving success in a learning process. Effective learning methods are crucial for achieving success.

To address the issues faced in 10th-grade writing instruction at SMAN 4 Blitar concerning student motivation and interest, the 10th-grade English teacher, Mr. Andreas M. Pd, stated in an interview conducted on May 20, 2024, that the Task-Based Language Teaching (TBLT) method was utilized in the writing learning process. This method was designed to encourage students to be more active and directly involved through real-world tasks and projects. Students were given writing assignments that were contextual and relevant to their daily lives. Mr. Andreas also stated that the application of this task-based method supported the currently implemented curriculum, Independent curriculum which is student-centered. The method also allowed the teacher the flexibility to explore students in a differentiated manner, adapting to each student's background. Additionally, the teacher mentioned that the advantages of implementing writing instruction at SMAN 4 Blitar included increased student creativity. Thus, based on the 10th-

grade teacher's statement, the Task-Based Language Teaching method supported the writing learning process in 10th grade at SMAN 4 Blitar.

Teachers can use task-based language teaching (TBLT) to overcome challenges associated with writing difficulties. This is a proven technique that is effective in improving students' writing skills. According to Jeon and Hahn (2006: 1), educational goals must redefine students' needs and interests so that they can maximize their potential and motivation in learning languages. Learning characteristics like this can be found in modern language teaching approaches (English Language Teaching/ELT). The constructivist viewpoint seeks to instill critical thinking in students. Humanistic understanding considers students' initial capital in the form of knowledge, attitudes and skills when studying as actors or learning subjects. Convergence Theory instructs teachers/lecturers to consider natural/innate skills (natural/innate intakes) and various experiences that students have before and during learning (nurturant), which includes the perspectives of constructivism, humanism, and convergence. In accordance with these three concepts, TBLT is also in line with the goals of ELT, namely encouraging student competence in using or practicing the target language and developing three domains of learning, namely knowledge, attitudes (affective), and skills (psychomotor), as defined by Bloom's Taxonomy. This technique is also designed to familiarize students in dealing with various potential life situations that may arise in their lives in the future. Therefore, the application of TBLT-based learning in this research refers to three domains of educational taxonomy, namely cognitive, emotional and psychomotor, as well as constructivist principles.

Task-based learning is a method of teaching English where students are given interactive activities to complete. Students must communicate using this method. When the work is finished, the teacher discusses the language used in class. According to Hermayati (2017), TBLT (Task-Based Language Teaching), a method that was previously neglected and developed in the 20th century, is now resurrecting as a widely used method. TBLT is a teaching approach that focuses on developing cluster abilities so that students can understand, resolve and solve difficulties in teacher activities and lectures. The goal of TBLT is to increase students' self-confidence and excitement. This method is known as task-based language education. This is a "task" that may have been completed. Based on the results of research conducted by Ran Hu (2013:1) in Beijing, China, the TBLT method is very suitable and can be applied at all levels of English learning.

Based on the problem situation and the results of the research that has been conducted at SMAN 4 Blitar, it shows a lack of interest, motivation and different levels of students' writing skills. Students have difficulty in understanding writing, the ability to create ideas and design writing with proper grammar. So that in this problem, a teaching model is needed that can improve students' motivation and writing skills as applied by teachers through task-based learning. Therefore, the researcher is interested in knowing the instructor of the task-based language (TBLT) learning model in writing learning application on 10^{th} grade at SMAN 4 Blitar.

B. Focus Study

This study focused on the application of the Task-Based Language Teaching (TBLT) method in teaching writing to 10th-grade students at SMAN 4 Blitar. It

aimed to explore key aspects of implementing TBLT in writing instruction, including teacher preparation, the application of TBLT during lessons, evaluation of its effectiveness, and follow-up actions based on evaluation results. The research sought to provide insights into the practical use of TBLT for writing instruction and contribute to the development of more effective teaching methods to enhance students' writing skills.

The main focus study is translated into a problem formulation as follows:

1. How does the teacher prepare for the use of Task-Based Language Teaching (TBLT) in the writing learning process for 10th-grade students at SMAN 4 Blitar?
2. How does the teacher implement the use of the Task-Based Language Teaching (TBLT) method in the writing learning process for 10th-grade students at SMAN 4 Blitar?
3. How does the teacher evaluate the use of Task-Based Language Teaching (TBLT) in the writing learning process for 10th-grade students at SMAN 4 Blitar?
4. How does the teacher follow up on the evaluation results from the use of Task-Based Language Teaching (TBLT) at SMAN 4 Blitar to improve students' writing skills?

C. Research Objectives

The main objectives of this study aimed to disclose the points of the problem focus. The following were the objective points of the problem focus:

1. To disclose the teacher's preparation for using Task-Based Language Teaching (TBLT) in the writing learning process in 10th grade at SMAN 4 Blitar.
2. To disclose how the teacher implements the Task-Based Language Teaching (TBLT) method in the writing learning process in 10th grade at SMAN 4 Blitar.
3. To disclose whether the teacher evaluates the use of Task-Based Language Teaching (TBLT) in the writing learning process in 10th grade at SMAN 4 Blitar.
4. To disclose how the teacher follows up on the evaluation results of using Task-Based Language Teaching (TBLT) at SMAN 4 Blitar to improve students' writing skills.

D. Research Significances

The results of this study are expected to provide several important meanings for:

Firstly, this research aspires that the final results can become a reference for English teachers to use Task-Based Language Teaching (TBLT) as an English language learning method and adapt it to suit students' needs. Secondly, the TBLT technique is designed to increase students' motivation and enhance their writing skills. Finally, it is intended that this research serve as a resource for future researchers seeking to conduct research utilizing the TBLT learning approach and determine the best way to facilitate students' writing learning.

E. Research Scope and Limitation

This research focused on investigating the specific writing challenges faced by 10th-grade students at SMAN 4 Blitar in their English writing assignments and exploring the potential of the Task-Based Language Teaching (TBLT) method to address these issues. The study was conducted over a single academic year and examined how TBLT influenced students' writing performance, motivation, and engagement within the context of the English language curriculum. While the research primarily emphasized TBLT, it also considered the broader context of English writing instruction at the school. However, it did not extend to a comparative analysis with other teaching methods or an examination of long-term effects beyond the study period.

F. Key Terms

In order to clarify the key terms uses in this study, some definitions are put forward:

1. Writing

Writing is the process of communicating thoughts, ideas, or information using written language. It entails creating cohesive and organized writings that provide meaning to the reader. Essays, reports, tales, poetry, letters, and emails are examples of many writing types and genres. Effective writing requires logical organization of ideas, the use of proper terminology and syntax, and consideration of the target audience's requirements and expectations. It is a basic mode of communication that allows people to express themselves, communicate information, express creativity, and interact with others in a variety of circumstances and settings.

2. Task-Based Language Teaching Method

Task-Based Language Teaching (TBLT) is an educational strategy in language education that stresses the use of meaningful activities to aid in language learning and acquisition. TBLT focuses on engaging learners in real-world activities or tasks that need them to utilize the target language to achieve specified goals or objectives. These challenges are intended to imitate authentic communication settings, enabling students to actively participate and interact with the language they are learning. TBLT seeks to increase language competency by giving students chances to use the language in intentional and meaningful contexts. The approach stresses learner-centered education, in which students actively participate in the learning process by interacting with their classmates and reflecting on their language.

CHAPTER II

LITERATURE REVIEW

This second chapter of this thesis are includes of the theoretical review of writing skills and the Task-Based Language Teaching (TBLT) method. It details the key components of writing-content, structure, vocabulary, syntax, and mechanics-essential for effective communication. The chapter also explores TBLT, which uses real-world tasks to engage students in meaningful language use, enhancing their proficiency through practical, context-driven activities. driven interactions .

A. Theoretical Review

1. Writing Skills

a. Definition of Writing

Writing abilities are essential for students since they are connected to the capacity to arrange thoughts both verbally and in writing (Situmorang, 2018: 166). Writing is a complex procedure with elements such as content, structure, vocabulary, syntax, and mechanics that "take place simultaneously" (Hedge, 2015). Writing consists of the process of constructing meaning as well as a series of text creation tasks such as generating, organizing and developing ideas in sentences as well as composing, forming, rereading text, editing and rewriting a text. After listening, speaking and reading, the final form or expression of a language learner's linguistic talents or skills is writing (Boals in Qismullah, 2018).

So from the three experts, it can be concluded that writing abilities are essential for students as they involve the organization of thoughts both verbally and in writing. Writing is a complex process that includes elements such as content, structure, vocabulary, syntax, and mechanics, which occur simultaneously. It involves constructing meaning through tasks like generating, organizing, and developing ideas, as well as composing, rereading, editing, and rewriting text. Ultimately, writing is the final expression of a language learner's skills, following listening, speaking, and reading.

b. Types of Writing

There are five types of writing, they are expository, narrative, descriptive, argumentative, and persuasive (Dalman, 2015). There are the explanation each of the type of writing as follows; 1) Expository Writing : Expository writing is writing that explains the author's knowledge and experience from literature or field studies with the intention of enhancing reader's understanding of something; 2) Narrative Writing : Narrative writing is writing or stories that attempt to produce, tell, and connect human activities in an event or experience that happens from time to time; it also contains characters that encounter a systemically designed conflict. 3) Descriptive Writing : Descriptive writing is defined as writing that explains or depicts a certain thing or event in such a way that the reader feels or experiences what the author describes firsthand; 4) Argumentative Writing : Argumentative writing is written to persuade or prove to the reader that something is true so that the reader believes in that fact; 5) Persuasive Writing : Persuasive writing is defined as writing that incorporates text that has the ability to convince, has the ability to persuade, or has the ability to appeal and can

awaken the reader's inclination to believe and obey the author's implicit and explicit writing..

In conclusion, writing encompasses a wide range of styles and purposes, each serving a distinct function. Expository writing seeks to inform and enhance understanding, while narrative writing aims to entertain and convey experiences through storytelling. Descriptive writing paints vivid pictures with words, allowing readers to experience events or objects vicariously. Argumentative writing endeavors to persuade through logical reasoning and evidence, while persuasive writing appeals to emotions and values to influence readers' beliefs or actions. Understanding these different types of writing is essential for effective communication and achieving diverse writing goals.

c. Procedure of Writing

There are five stages of writing that were found after a series of research (Novi Officialini, 2016); 1) Pre-writing : Students engage in the following activities during the prewriting stage: a) selecting a topic, b) deciding the aim of writing, 3) identifying thoughts linked to the topic and arranging its arrangement, and 4) selecting the appropriate essay form based on the reader and the purpose chosen; 2) Drafting : Preparation of written drafts, often known as drafting. Students' tasks at this level include: a) expressing ideas, emotions, and feelings in a rough draft, and b) emphasizing content over writing; 3) Revising : Several processes occur during the revising stage, including a) adding information, b) sharpening the formulation, c) changing the order of thoughts, d) discarding extraneous material, and e) merging concepts; 4) Editing : The editing stage consists of the following steps: a) reviewing the entire piece, b) correcting

unsuitable word choices, c) correcting typos, d) improving numbering systems, and e) correcting spelling and punctuation; 5) Publishing : The ultimate stage of writing is publishing. At this point, in this instance, students should: a) publish their writing through different channels, such as sending it to publishers, editors, periodicals, and so on; and b) share the produced work with other readers.

In conclusion, the five stages of writing pre-writing, drafting, revising, editing, and publishing that provide a structured framework for effective writing. Pre-writing involves brainstorming and planning, drafting focuses on getting ideas down on paper, revising involves refining and reorganizing content, editing focuses on correcting errors and improving clarity, and publishing involves sharing the final product with an audience. By following these stages, writers can produce well-organized, polished, and impactful written works.

d. The Problem Of Writing

Writing as an activity that entails conveying thoughts via the use of language while keeping certain aims and a number of criteria in mind. Factors influencing essay writing ability include students' inability to express ideas in language fluently, their unfamiliarity with using language in daily interactions, their lack of understanding of story themes, their inability to think abstractly, and their cognitive development at the concrete operational stage (Hardi, 2013: 65). In addition, Abidin (2013: 190) states the following elements impact writing skills: 1) Teachers' limited role in enhancing students' writing skills; 2) A lack of instructor touch in terms of offering suitable writing skills; 3) Using an ineffective writing strategy. As a result, it may be stated that common writing issues are caused by studentss who lack critical thinking abilities, conceptual knowledge,

and communication skills. Aside from that, it influences how teachers instruct their students.

In conclusion, writing is a complex skill influenced by a multitude of factors. Students' struggles with fluency, language use, abstract thinking, and cognitive development can significantly impede their writing abilities. Additionally, instructional factors, such as limited teacher support and ineffective strategies, exacerbate these challenges. To address these issues, a holistic approach is needed, focusing on developing critical thinking, conceptual understanding, and communication skills in students, while also providing teachers with the necessary training and resources to effectively teach writing.

e Teaching Writing Approach

Rahmat (2011) divided writing approaches into eight categories: product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, and idea model. The explanations for each strategy are provided below.

1) Product Approach

According to Gabrielatos (2002), the product-based writing approach is a well-established instructional methodology that encourages participants to copy a section of the experimental text, especially during the early stages of language learning. Pincas (1982) also asserts that the product-based writing approach relies on linguistic proficiency and the appropriate use of vocabulary, grammar, and cohesive devices. This approach consists of four stages: familiarization, controlled writing, guided writing, and free writing. The main objective of the initial stage is to make students aware of the different components of specific texts. The

following two stages focus on directed and structured writing. Furthermore, Steele (1992) emulated the qualities of the product method by using a model text, making arrangement of ideas more essential than ideas themselves, having one draft, emphasizing features, incorporating controlled practice of those aspects, being individual, and focusing on the ultimate result.

From the three perspectives from experts above, it can be concluded that the product-based writing approach is a structured and effective method for language instruction. This approach emphasizes imitation of model texts, relies on linguistic proficiency and the proper use of vocabulary, grammar, and cohesive devices through a progressive four-stage process, and focuses on the organization of ideas, controlled practice, and the final product. Collectively, these elements make the product-based approach a comprehensive strategy for developing writing skills in language learners. This style to writing instruction emphasizes on individual student development of texts, frequently under time limits and usually in silence.

2) Process Approach

Harmer (1998) states that the "process approach requires students to think about the steps involved in producing a well-crafted piece of work." Tribble (1996) also explains that the process-oriented method begins with generating ideas and progresses through several stages. This method focuses primarily on linguistic skills such as developing and planning rather than on knowledge of linguistic elements. In this approach, the author goes through multiple stages with varying perspectives to create a piece of writing. A standard template is outlined, which includes four phases: pre-writing, writing, editing, revising, and ultimately producing a final draft (Tribble, 1997). Additionally, Steele (1992) identified key

characteristics of the process approach, such as using text as a resource for comparison and starting with ideas. This approach requires multiple drafts, emphasizes the purpose, theme, text type, and audience, encourages collaboration with peers, and highlights creativity.

From the three perspectives provided, it can be concluded that the process approach to teaching writing entails guiding students in understanding the sequence of steps essential for producing a polished written piece. This approach initiates with idea generation and advances through distinct phases, prioritizing the enhancement of linguistic skills over mere memorization of language components. The process involves iterative drafting, thoughtful consideration of writing goals, audience, and theme, collaborative interaction with peers, and the fostering of creative expression. In essence, these viewpoints collectively highlight the systematic and holistic nature of the process approach in nurturing proficient writing abilities.

3) Strategic Approach

Crawford (2004) introduced the Cognitive Approach, which views writing as a recursive process. In this approach, learners use graphic organizers after collecting information from various sources and are trained to consider their potential audience before starting to write. Teachers guide learners with ideas and suggestions for revisions, with instruction focused on setting goals and employing the best strategies to achieve them. Crawford (as cited in Rahmat, 2015) instructed students on maximizing the use of graphic organizers and prior knowledge. This approach positions writing as a coaching tool for partners using the think-aloud process. Learners engaged in discussions about their writing with partners and

were encouraged to use specific strategies to enhance their writing skills. This strategic method emphasized teaching writing with real-world objectives in mind. According to Ansoff and McDonnell (1990), strategic management involves a structured method for handling changes, which includes: strategically positioning the organization through planning, responding to issues in real-time, and systematically managing resistance during the implementation of strategies.

Based on the insights from the three experts, it can be inferred that both effective writing and strategic management rely on structured, repetitive processes that emphasize planning, understanding the audience, and utilizing targeted strategies to meet objectives. Writing is approached as a recursive activity, enhanced by the use of graphic organizers, collaboration, and practical goals. In parallel, strategic management involves detailed planning, prompt issue resolution, and systematic management of resistance during strategy implementation.

4) Cognitive approach

According to the expert Jean Piaget (1896-1980), the cognitive approach in psychology emphasizes understanding internal mental processes and their influence on behavior. Piaget developed a theory of cognitive development that outlines how children progress through different stages of thinking, from concrete to abstract, through processes of assimilation and accommodation. Additionally, Noam Chomsky (1993) argued that humans possess an innate capacity for language acquisition, challenging the dominant behaviorist views of his time. Chomsky posited that inherent cognitive structures enable humans to learn language quickly and efficiently. Albert Bandura (1925-2021) advanced the

cognitive approach through his social cognitive theory, emphasizing the importance of observational learning and self-efficacy in influencing behavior. His work underscored how cognitive processes mediate the connection between environmental influences and individual actions, introducing the idea of reciprocal determinism. Recent progress in the cognitive approach continues to incorporate experimental methods and cognitive neuroscience to enhance our understanding of how internal mental processes such as memory, perception, and problem-solving impact behavior.

Based on the three expert theories above, it can be concluded that cognitive approach in psychology, emphasizing the importance of understanding internal mental processes and their impact on behavior. Piaget's theory of cognitive development highlighted the progression of children's thinking through distinct stages, driven by assimilation and accommodation. Chomsky's work on language acquisition challenged behaviorist views, suggesting that humans have inherent cognitive structures for rapid and efficient language learning. Bandura expanded the cognitive approach with his social cognitive theory, emphasizing observational learning, self-efficacy, and reciprocal determinism. Collectively, their work underscores the complex interplay between internal cognitive processes, environmental influences, and individual behavior. Recent advancements continue to integrate experimental methods and cognitive neuroscience, deepening our understanding of memory, perception, and problem-solving, and offering significant implications for education and behavior change strategies.

5) Genre approach

Grabe and Kaplan (1996) describe the genre approach as one that incorporates elements of the product approach, emphasizing knowledge of the language, but with a primary focus on the social purpose of writing. In this approach, writing development involves analyzing and imitating provided examples. Badger and White (2000) argue that the Genre writing approach shares numerous similarities with the Process-oriented approach. Both approaches consider linguistic elements crucial to writing. However, unlike the Process-oriented approach, the Genre writing approach recognizes that writing styles vary with social contexts, which serves an important function. According to Ken Hyland (2018), the genre approach regards writing as a social and rhetorical activity. In this approach, writers select language based on the specific genre's context, purpose, and audience. Genres are perceived as recognized ways of employing language for distinct purposes, implying that learning to write in a second language involves acquiring skills to participate in different linguistic communities.

From the perspectives of these experts, it can be concluded that the genre approach to writing emphasizes the integration of linguistic knowledge with an understanding of social purposes and contexts. This approach acknowledges that writing is not just about language proficiency but also about adapting to different social and rhetorical situations through the mastery of genre-specific conventions. Thus, learning to write in a second language entails acquiring the ability to engage effectively within diverse linguistic communities by employing appropriate genres and language choices.

6) Pragmatic approach

Grabe and Kaplan (1996) explain that the pragmatic approach is based on the idea of language as a process, focusing on how language is used with meaning. This approach also emphasizes the social dimensions of writing. Furthermore, it adopts a holistic language instruction method, integrating writing alongside reading, listening, and speaking across different subjects in the curriculum. Crawford et al. (2021) suggest that a pragmatic method for analyzing qualitative data in implementation science involves thoughtfully combining and adapting established qualitative techniques to suit the unique requirements and limitations of a study. This method prioritizes flexibility and adaptability, enabling researcher to align their analytical strategies with their research objectives while ensuring rigor and transparency. By integrating components from approaches like grounded theory, framework analysis, and interpretive phenomenological analysis, researcher can develop a tailored method that increases the relevance and significance of their results. Crawford and colleagues promote this pragmatic approach as it fosters high-quality, efficient, and practice-oriented research, thereby expanding the scope and applicability of implementation science. Professor Phil Newton and colleagues from Swansea University (2020) advocate for a pragmatic model of evidence-based higher education, emphasizing the need for practical and skills-based faculty development programs, and the importance of applying existing research evidence to local educational practices.

Based on these three expert opinions, it can be concluded that a pragmatic approach in education and research is very important to improve the effectiveness

of learning and the quality of research. This approach emphasizes the integration of various communication skills in teaching, flexibility in qualitative data analysis to meet the specific needs of the study, and the development of practical faculty that refers to research evidence. By implementing strategies that are adaptable and relevant to the local context, we can increase the relevance and impact of educational and research practices.

7) Process genre approach

The process-genre approach to writing instruction, as outlined by Badger and White (2000), merges elements from process, product, and genre methodologies to create a well-rounded framework for teaching writing. This comprehensive approach focuses on both the linguistic and social dimensions of writing, allowing students to express their creativity while also grasping the unique characteristics and discourse functions of various genres. According to Kim and Kim (2005), this method helps students find enjoyment in the creative aspects of writing while also gaining an understanding of the linguistic features associated with different text types. Expanding on this, Yan (2005) identifies the main stages of the process-genre approach, which include preparation, modeling and reinforcing, planning, joint construction, independent construction, and revising.

Based on these three expert opinions, the process-genre approach to writing instruction combines creativity with a deep understanding of the specific features of different genres. By focusing on both linguistic and social aspects, this approach helps students develop their writing skills and appreciate the writing process. The outlined stages provide clear guidance for educators, resulting in more confident writers who can adapt to various types of texts.

8) Concept model approach

Johari (2004) proposed the concept model, which defines writing as a three-stage process: input, process, and output. In the input stage, teachers guide students in activities designed to collect information for their writing. The process stage involves students practicing the writing process itself, while the output stage allows them to present their work to the intended audience. Badger and White (2000) note that the concept model approach to teaching writing merges aspects of process, product, and genre approaches to create a thorough framework that improves students' writing skills. This method underscores the importance of understanding the linguistic features and discourse functions of various genres while also encouraging students to explore the creative dimensions of writing. Kim and Kim (2005) elaborate that this approach cultivates an environment where learners can investigate different text types, enhancing both their writing skills and their understanding of how context shapes writing. By integrating these elements, the concept model approach effectively equips students to handle the complexities of writing across genres while refining their overall communication abilities.

Based on the three perspectives, It can be conclude that the concept model approach to teaching writing provides a comprehensive framework that significantly enhances students' writing skills by integrating multiple perspectives. This approach emphasizes a structured process comprising three stages: gathering information, practicing writing, and presenting work. It blends elements from various approaches, enabling students to grasp both the technical and creative aspects of writing. Additionally, it encourages exploration of different text types,

fostering contextual awareness that allows students to adapt their writing for diverse audiences. Ultimately, this model equips students to become proficient and confident communicators in a variety of writing scenarios.

2. Task-Based Language Teaching

a. Definition of Task-Based Language Teaching

According to Martin East (2021) in "Foundational Principles of Task-Based Language Teaching," TBLT is an approach to language teaching and learning that focuses on the learner and their experiences. It operates under the belief that learners improve their acquisition of a second language by actively participating in communicative tasks that require them to use the language independently. This method diverges from traditional approaches to language instruction. In addition Manuel (2022) states that task-based language teaching (TBLT) is an approach to language education that prioritizes communication over language analysis. It involves learners participating in structured and purposeful activities that are carefully designed and arranged to support the learning and application of language skills. Michael H. Long (2015) argues that the entire approach, starting from needs analysis, through syllabus design, material creation, methodological principles selection, pedagogical procedures, to assessment, consistently follows a task-based methodology, thus embodying authentic task-based language teaching (TBLT).

From the perspectives of these experts, it can be concluded that task-based language teaching (TBLT) is an approach that prioritizes learner-centered communication over traditional language analysis. It emphasizes structured and purposeful activities designed to foster independent language use and acquisition.

This method is characterized by its comprehensive integration into all aspects of language education, including needs analysis, syllabus design, materials development, methodological principles, pedagogical procedures, and assessment, ensuring a consistent task-based approach throughout the learning process.

b. Principles of Task-Based Language Teaching Method

According to Intan (2022), the following seven concepts should be used as a framework for conducting task-based language instruction as follows;

1) Scaffolding

According to Harjono and Wachyunni (2023), scaffolding in Task-Based Language Teaching (TBLT) involves providing structured support to learners through a series of tasks designed to improve their reading comprehension skills. This support is gradually removed as learners become more proficient, allowing them to complete tasks independently. Jane Willis (1996-present) says that tasks should be supported and guided through pre-task activities, instructions, and feedback to facilitate successful task completion. Scaffolding helps learners develop skills and strategies to complete tasks independently. Similarly, Nunan (2003) emphasizes that scaffolding is a crucial principle in TBLT, where lessons and materials provide a framework within which learning takes place. The educator's role is to know when to remove this scaffolding to ensure learners develop the independence required for autonomous language use. Effective scaffolding in TBLT, as highlighted by these experts, involves guiding learners through tasks with increasing confidence and gradually reducing support to foster independent task completion and deeper understanding.

From the three perspectives, It can be conclude that scaffolding in Task-Based Language Teaching (TBLT) involves providing structured support through a series of tasks aimed at enhancing reading comprehension skills. This support is gradually withdrawn as learners become more proficient, allowing them to complete tasks independently. Effective scaffolding includes pre-task activities, instructions, and feedback to guide learners toward successful task completion. It helps develop the necessary skills and strategies for autonomy in language use. Overall, effective scaffolding in TBLT focuses on increasing learner confidence while gradually reducing assistance to foster independent completion and deeper understanding.

2) Task Dependency

Nunan (2004) highlights task dependency as a key principle in Task-Based Language Teaching (TBLT), ensuring that each task in a lesson is connected to the previous one, thus creating a cohesive instructional flow. This principle is essential for scaffolding learning, as it allows students to progressively enhance their language skills through increasingly complex tasks. In a similar vein, Willis (1996) points out that tasks should be complete and capable of functioning independently as communicative activities, featuring a clear beginning, middle, and end. Such structured progression not only facilitates language acquisition but also improves learners' ability to use the target language effectively and meaningfully. By following the principle of task dependency, educators can construct a pedagogical "narrative" that guides students step-by-step toward their final learning goals, fostering a logical and supportive learning environment. Rod Ellis (2003-present) also emphasizes the importance of tasks being

interconnected, with each task building on the previous one, allowing learners to recycle and reinforce language from earlier tasks.

Based on the three perspectives, it can be conclude that the principles of task dependency in Task-Based Language Teaching play a vital role in creating an effective and cohesive learning experience. By ensuring that each task is linked to the previous one, educators facilitate a structured progression that supports language acquisition and enhances learners' communicative competence. This approach not only allows students to build on their knowledge and skills but also encourages them to engage meaningfully with the target language. As highlighted by Nunan, Willis, and Ellis, a well-designed sequence of tasks fosters a supportive environment that guides learners toward achieving their educational objectives, ultimately leading to more successful language learning outcomes.

3) Recycling

Michael Long (1980s-present) highlights that language is recycled through repeated exposure and opportunities for practice across different tasks. This reinforces acquisition and helps learners develop automaticity. Nunan (2004) defines recycling in Task-Based Language Teaching (TBLT) as the repeated engagement with language items across various tasks to strengthen learning and improve retention. This approach ensures that learners encounter the same linguistic forms and structures in different contexts, helping to reinforce their understanding and application of the language. Similarly, Ellis (2009) underscores the importance of recycling for language acquisition, as it enables learners to process and practice language features multiple times, thereby improving their ability to use these features accurately and fluently. By integrating recycling into

TBLT, educators can foster a supportive learning environment where students gradually enhance their language competence through ongoing exposure and practice.

From the three perspectives, it can be conclude that the principle of recycling is essential in Task-Based Language Teaching (TBLT) as it promotes language acquisition through repeated exposure and practice across various tasks. This approach reinforces learners' understanding and retention of linguistic forms and structures by providing opportunities to engage with the same language items in different contexts. By facilitating multiple encounters with language features, recycling helps students develop automaticity and fluency, ultimately enhancing their ability to use the target language accurately. By incorporating recycling into their teaching strategies, educators create a supportive learning environment that fosters ongoing language competence and confidence among students.

4) Active Learning

Ellis (2009) states that active learning is a key principle in Task-Based Language Teaching (TBLT), where learners participate in meaningful communication to accomplish tasks, emphasizing the processing of semantic and pragmatic meanings rather than just focusing on linguistic forms. Nunan (2004) adds that this approach encourages learners to utilize their linguistic and non-linguistic resources to reach specific outcomes, facilitating language acquisition through active participation. East (2021) further highlights that TBLT is both learner-centered and experiential, prompting students to use language independently during communicative tasks.

From the three perspectives, it can be conclude that Task-Based Language Teaching (TBLT) centers on the principle of active learning, allowing students to engage in meaningful communication to achieve specific tasks. This approach not only prioritizes the understanding of semantic and pragmatic meanings but also encourages learners to leverage their linguistic and non-linguistic resources for effective language acquisition. Moreover, TBLT is characterized by its learner-centered and experiential nature, fostering independence in language use during communicative activities. Overall, TBLT promotes a dynamic learning environment that enhances language proficiency through active engagement.

5) Integration

According to Nunan (2004), integration is a fundamental principle of Task-Based Language Teaching (TBLT) that highlights the interconnectedness of language skills and knowledge through various tasks and activities. This principle suggests that tasks should be designed to incorporate multiple language skills such as listening, speaking, reading, and writing as well as different linguistic elements such as grammar, vocabulary, and pronunciation in a unified manner. Ellis (2009) expands on this idea, stating that integration in TBLT involves crafting tasks that require learners to use language in a holistic way, rather than isolating specific linguistic features. As noted by Willis (1996), this approach enables learners to develop their language skills in a manner that is more natural and interconnected, reflecting real-life language usage. By integrating various language components within tasks, TBLT offers learners opportunities to engage with the target language in a more comprehensive way, thus enhancing their overall communicative competence and ability to use language in authentic situations.

From the three perspectives, it can be conclude that principle of integration in Task-Based Language Teaching (TBLT) is essential for fostering a more holistic approach to language learning. By designing tasks that interconnect multiple language skills and linguistic elements, TBLT enables learners to engage with the language in a way that mirrors real-life communication. This not only enhances their overall communicative competence but also prepares them to use the language effectively in authentic contexts. Ultimately, the integration of various language aspects within TBLT enriches the learning experience and supports learners in becoming more proficient and confident language users.

6) Reproduction to Creativity

Nunan (2004) asserts that the principle of progressing from reproduction to creativity in Task-Based Language Teaching (TBLT) begins with tasks that require learners to accurately reproduce language, followed by those that encourage creative and original language use. This progression enables learners to first strengthen their grasp of linguistic forms and structures before applying them in more flexible and innovative ways. Willis (1996) similarly highlights that TBLT tasks should move from controlled practice to more open-ended activities, allowing learners to experiment with language and convey their own ideas. Ellis (2003) further reinforces this principle by noting that starting with reproduction tasks establishes a solid foundation, which is crucial for learners to confidently engage in creative language use later. This transition from reproduction to creativity not only improves learners' linguistic competence but also enhances their ability to use language spontaneously and effectively in real-life contexts. By

integrating this principle, TBLT offers a balanced approach that fosters both accurate language use and the development of communicative creativity.

From the three perspectives, it can be conclude that the principle of moving from reproduction to creativity in Task-Based Language Teaching (TBLT) plays a vital role in language acquisition. By initially focusing on accurate reproduction of language, learners build a strong foundation that supports their later engagement in creative and spontaneous language use. This progression from controlled practice to open-ended activities not only enhances linguistic competence but also cultivates learners' ability to express their own ideas effectively in real-life situations. Ultimately, this balanced approach within TBLT fosters both the precise use of language and the development of communicative creativity, equipping learners with the skills necessary for successful language use in diverse contexts.

7) Reflection

Ellis (2009) asserts that reflection is a vital principle in Task-Based Language Teaching (TBLT), requiring learners to review and evaluate their performance after completing tasks. This reflective practice aids learners in internalizing their learning, identifying areas for improvement, and solidifying their understanding of language use in context. Similarly, Nunan (2004) notes that reflection helps learners link their task performance to their language learning goals, increasing their awareness of their progress and strategies. Dewey (1933), a key figure in reflective thinking, highlights that reflection is crucial for converting experience into learning, as it prompts learners to critically evaluate their actions and outcomes. Through reflection, learners can assess their language use, receive

feedback, and make necessary adjustments to enhance their communicative competence. This principle not only encourages continuous improvement but also empowers learners to actively participate in their language development, making the learning experience more meaningful and effective.

From the three perspectives, it can be conclude that reflection in Task-Based Language Teaching (TBLT) is an essential component that fosters deeper learning and personal growth. By engaging in reflective practices, learners are able to evaluate their performance, connect their experiences to language learning goals, and identify areas for improvement. This critical self-assessment not only enhances their understanding of language use in context but also promotes continuous development of their communicative competence. Moreover, as emphasized by Dewey, reflection transforms experiences into meaningful learning opportunities, empowering learners to take charge of their language development. Ultimately, incorporating reflection into TBLT enriches the learning process, making it more impactful and relevant for learners.

Based on the seven principles mentioned, it can be concluded that Task-Based Language Teaching (TBLT) prioritizes learner-centered communication over traditional language analysis. It emphasizes structured and purposeful activities designed to foster independent language use and acquisition. This method is characterized by its comprehensive integration into all aspects of language education, including needs analysis, syllabus design, materials development, methodological principles, pedagogical procedures, and assessment, ensuring a consistent task-based approach throughout the learning process.

c. Teaching Procedures of Task-Based Language Teaching Method

The task-based learning technique emphasizes communication through task completion. Students engage in activities that capture their interest, using only the target language and its taught elements. According to Richards and Rogers (2001), there are several procedures for TBLT as follows: 1) Pre-task: The teacher spends time in class setting up the work by defining criteria to frame the activity, such as describing the goal, dividing students into groups, establishing a time frame for task completion, and presenting result options. 2) Task: The teacher's role shifts from leader to facilitator. While the teacher determines the assignment, each student group negotiates how to execute it. The teacher moves between groups, offering advice and assistance as needed. Students communicate by sharing ideas and explanations, with no right or wrong answers. The final response is chosen based on the most compelling or convincing views presented by the students. 3) Post-task: After completing the activity, student groups present their findings to the class. The teacher facilitates a class discussion about the group answers. Optionally, a 'Language Focus' can be included, where students explore and discuss specific language aspects. The teacher may invite them to practice grammatical structures or use new vocabulary and phrases that emerged from the task.

From these points, it can be concluded that Task-Based Language Teaching (TBLT) prioritizes active communication and practical language use through engaging tasks. This method involves structured preparation, active facilitation, and reflective discussion, ensuring that students use the target language

meaningfully. By integrating pre-task setup, task execution, and post-task reflection, TBLT effectively supports language acquisition and application.

Based on the search results provided, here are some key benefits and weaknesses of Task-Based Language Teaching (TBLT), along with the associated experts and years.

3. The Application of Task-Based Language Teaching

a. The Preparation of Task-Based Language Teaching

According to Jane Willis (1996) proposed a structured framework that includes stages such as pre-task, task, planning, report, analysis, and practice, emphasizing natural language exposure and interaction. Peter Skehan (1998) developed a cognitive approach focusing on task complexity, conditions, and performance, aiming to balance cognitive demands while promoting meaningful communication. Rod Ellis (2019) stresses the design of tasks with an emphasis on meaning, real-world language use, engagement of cognitive processes, and clear communicative outcomes. His approach underlines the importance of authentic language use and cognitive engagement in task design, providing a comprehensive framework for implementing TBLT. Ellis's work builds on the foundations laid by researcher like Prabhu, further contributing to the development and popularization of TBLT.

In conclusion, the contributions of Jane Willis, Peter Skehan, and Rod Ellis have collectively shaped the development of Task-Based Language Teaching (TBLT). Willis's structured framework emphasizes natural language exposure and interaction through clearly defined stages. Skehan's cognitive approach addresses task complexity and performance conditions to balance cognitive demands and

enhance meaningful communication. Ellis's focus on real-world language use, cognitive engagement, and clear communicative outcomes underscores the importance of authentic language in task design. Together, these perspectives provide a robust foundation for TBLT, highlighting its multifaceted approach to language learning.

b. The Implementation of Task-Based Language Teaching

Rod Ellis (2019) highlights the implementation of TBLT through tasks that emphasize meaning, real-world language use, and cognitive engagement, with clearly defined communicative outcomes. Jane Willis, as referenced in recent literature, suggests a structured framework for TBLT that includes stages such as pre-task, task, planning, report, analysis, and practice. Her approach emphasizes a well-organized task cycle and a post-task focus on language. Lai and Li (2011), cited in a 2019 review by Chong & Reinders, discuss the integration of technology in TBLT, emphasizing its role in enhancing authenticity, supporting various stages of task implementation, and aligning with TBLT principles. Together, these perspectives underscore the importance of designing tasks that foster authentic language use, cognitive engagement, and meaningful interaction among learners, while also recognizing the potential of technology to enhance contemporary TBLT practices. The views of these experts highlight the evolving nature of TBLT, adapting to incorporate new insights and technological advancements in language teaching.

In conclusion, the three perspectives of the experts it can be conclude that the essential elements for effective TBLT implementation. Ellis emphasizes tasks that focus on meaning, real-world language use, and cognitive engagement with clear

communicative outcomes. Willis provides a structured framework with stages that ensure a well-organized task cycle and post-task language focus. Lai and Li highlight the importance of integrating technology to enhance authenticity and support task implementation. Together, these insights underscore the significance of carefully designed tasks that promote authentic language use, cognitive engagement, and meaningful interaction among learners, while also leveraging technological advancements to enrich TBLT practices. This collective wisdom reflects the evolving nature of TBLT, adapting to new insights and technological innovations in language teaching.

c. The Evaluation of Task-Based Language Teaching

Rod Ellis (2019) emphasizes a learning-based evaluation approach, which involves observing or recording task-based lessons, collecting documentary records of task outcomes, and seeking evidence of learning from task engagement, all while focusing on authentic language use and cognitive engagement. Norris and East (2021) advocate for constructive alignment between teaching and assessment in TBLT. They stress that assessment tasks should reflect real-world language use and cognitive processes emphasized in TBLT, maintaining a reciprocal relationship between teaching and assessment tasks. Van den Branden (2006), as cited in more recent literature, focuses on evaluating TBLT as an educational innovation. This includes conducting both macro-evaluations of entire TBLT programs and micro-evaluations of specific classroom tasks, while addressing major implementation challenges faced by teachers. Together, these perspectives highlight the importance of aligning evaluation methods with TBLT principles, emphasizing authentic language use, task outcomes, and the overall

effectiveness of TBLT as an educational approach, while considering both large-scale program evaluations and classroom-level assessments.

In conclusion, from the perspectives of Rod Ellis, Norris and East, and Van den Branden, it can be concluded that effective evaluation in Task-Based Language Teaching (TBLT) must align closely with TBLT principles. Ellis emphasizes a learning-based evaluation approach that focuses on authentic language use and cognitive engagement through the observation of task-based lessons and the collection of evidence from task outcomes. Norris and East advocate for constructive alignment between teaching and assessment, ensuring that assessment tasks reflect real-world language use and maintain a reciprocal relationship with teaching methods. Van den Branden highlights the need for both macro- and micro-evaluations of TBLT programs and specific classroom tasks, addressing the implementation challenges that teachers face. Together, these insights underscore the importance of aligning evaluation methods with TBLT principles to effectively assess authentic language use and task outcomes, thereby enhancing the overall effectiveness of TBLT as an educational approach.

d. The Follow-Up Evaluation Result of Task-Based Language Teaching

Rod Ellis (2019) suggests analyzing evaluation results to determine if tasks promote authentic language use and cognitive engagement, and then adjusting task design and implementation to better achieve communicative outcomes. Norris and East (2021) emphasize reviewing the alignment between teaching and assessment tasks, modifying assessment methods to better reflect TBLT principles, and enhancing the reciprocal relationship between teaching and assessment. Van den Branden (2006), as cited in recent literature, recommends

addressing implementation challenges identified through evaluation, making program-level adjustments based on macro-evaluation results, and refining specific classroom tasks and teaching practices using micro-evaluation findings. Collectively, these perspectives highlight the importance of using evaluation results to refine task design, improve teaching-assessment alignment, address implementation issues, and make both program-level and classroom-level adjustments to enhance TBLT effectiveness. This approach ensures that TBLT practices continue to evolve and improve based on evidence-based feedback and evaluation outcomes.

In conclusion, the perspectives of Rod Ellis, Norris and East, and Van den Branden collectively underscore the importance of using evaluation results to refine and enhance Task-Based Language Teaching (TBLT). Ellis emphasizes the need to analyze evaluation results to adjust task design and implementation for better communicative outcomes. Norris and East highlight the significance of aligning teaching and assessment tasks and modifying assessment methods to reflect TBLT principles. Van den Branden stresses addressing implementation challenges and making program-level and classroom-level adjustments based on macro- and micro-evaluation findings. Together, these insights advocate for a continuous improvement approach in TBLT, ensuring practices evolve and improve through evidence-based feedback and evaluation outcomes.

4. The Advantages of Task-Based Language Teaching

a. Promotes Authentic and Meaningful Language Use

Ellis (2003) states that one of the key benefits of Task-Based Language Teaching (TBLT) is its ability to promote authentic and meaningful language use

by involving learners in tasks that reflect real-life activities. This method shifts the emphasis from traditional, form-focused instruction to using language as a means of communication, thereby improving learners' capacity to use language in practical, everyday situations. Willis (1996) reinforces this idea by noting that TBLT tasks are goal-oriented activities that necessitate learners to utilize their linguistic resources to achieve specific outcomes, encouraging genuine communication and interaction. Furthermore, Nunan (2004) points out that TBLT inspires learners to use language creatively and spontaneously, as they often tackle problems or complete tasks that relate to their personal experiences and interests. This relevance and authenticity not only make the learning process more engaging and motivating but also help learners gain a deeper, more practical understanding of the target language.

In conclusion, Task-Based Language Teaching (TBLT) offers significant advantages by promoting authentic and meaningful language use through real-life tasks. By shifting the focus from traditional instruction to communication as a practical tool, TBLT enhances learners' abilities to engage with the language in everyday contexts. The goal-oriented nature of TBLT tasks fosters genuine communication and interaction, while encouraging learners to apply their linguistic resources creatively and spontaneously. This approach not only increases engagement and motivation but also leads to a deeper and more practical understanding of the target language. Overall, TBLT stands out as an effective method for developing communicative competence in learners, making language learning both relevant and impactful.

b. Develops Fluency and Confidence

According to Ellis (2003), Task-Based Language Teaching (TBLT) greatly improves learners' fluency and confidence by involving them in meaningful communication tasks that replicate real-life situations. This method allows learners to practice language in context, making them more comfortable and proficient in using it spontaneously. Similarly, a study by Sabaruddin and Melati (2022) found that TBLT enhances oral fluency and increases students' speaking confidence by providing opportunities for authentic language use and interaction. The research indicates that through repeated practice and active participation in communicative tasks, learners can refine their speaking skills and build the confidence necessary for effective language use. Additionally, a study by Alam (2023) highlights that TBLT not only motivates students but also boosts their confidence by offering many chances to use language in practical and engaging ways. By fostering active participation and real-world application, TBLT effectively helps learners develop both fluency and confidence in their language acquisition journey.

In conclusion, Task-Based Language Teaching (TBLT) proves to be a powerful approach for enhancing learners' fluency and confidence in language use. By engaging students in meaningful tasks that simulate real-life situations, TBLT allows them to practice language in context, thereby increasing their comfort and proficiency in spontaneous communication. Research highlights that TBLT not only fosters oral fluency and boosts speaking confidence through authentic interactions but also motivates learners by providing numerous opportunities for practical application. Ultimately, TBLT effectively supports

language acquisition by promoting active engagement and helping learners develop the skills necessary for successful communication.

c. Learner-Centered Approach

According to Ellis (2003), Task-Based Language Teaching (TBLT) is essentially a learner-centered approach that prioritizes students in the language learning process. This method emphasizes active participation and engagement in meaningful tasks, shifting the emphasis from teacher-led instruction to student-driven learning. Nunan (2004) further explains that TBLT enables learners to take charge of their own learning journeys, encouraging them to utilize their existing language resources to complete tasks and tackle problems. The learner-centered aspect of TBLT, as noted by East (2015), promotes autonomy and motivation among students, providing them with opportunities for authentic language use that aligns with their needs and interests. By focusing on learner involvement and agency, TBLT fosters a more engaging and effective learning environment where students can develop their language skills in a context that is significant to them.

In conclusion, Task-Based Language Teaching (TBLT) stands out as a highly effective learner-centered approach that places students at the forefront of the language learning process. By emphasizing active participation in meaningful tasks, TBLT shifts the focus from traditional teacher-led instruction to student-driven learning. This approach empowers learners to take control of their educational journey, utilizing their language resources to address real-world challenges. Moreover, TBLT fosters autonomy and motivation, allowing students to engage in authentic language use relevant to their interests and needs. Ultimately, by prioritizing learner involvement and agency, TBLT creates a

dynamic and effective learning environment that supports the development of language skills in a context that resonates with learners.

d. Integrates Skills and Language Aspects

According to Nunan (2004), Task-Based Language Teaching (TBLT) successfully combines various language skills and components by engaging learners in holistic, communicative tasks. This method naturally incorporates listening, speaking, reading, and writing as learners strive to complete real-world activities. Ellis (2003) further points out that TBLT facilitates the integration of form and meaning, enabling learners to focus on both linguistic accuracy and communicative fluency at the same time. Additionally, Willis (1996) highlights that TBLT tasks typically require learners to utilize multiple language skills and draw on a range of linguistic resources, such as grammar, vocabulary, and pronunciation, in an integrated way. This thorough integration of skills and language elements in TBLT, as noted by these scholars, offers learners a more authentic and comprehensive language learning experience, effectively preparing them for real-life communication.

In conclusion, TBLT provides a robust framework for language learning by seamlessly integrating various skills and linguistic components. By engaging learners in meaningful tasks, this approach not only enhances their ability to communicate effectively but also equips them with the necessary tools to navigate real-world situations confidently. The holistic nature of TBLT ensures that learners develop a well-rounded understanding of the language, making it an invaluable method in language education.

e. Facilitates Automaticity

According to Segalowitz (2003), a significant benefit of Task-Based Language Teaching (TBLT) is its capacity to foster automaticity in language use, resulting in more efficient, accurate, and consistent performance. This principle enables learners to engage in complex language tasks without needing to consciously consider low-level rules and structures, which in turn enhances fluency and ease of communication. Ellis (2009) further emphasizes that TBLT tasks prompt learners to utilize language in real-life contexts, aiding them in internalizing linguistic patterns for automatic use. Robinson (2011) adds that the repetitive and meaningful nature of TBLT tasks allows learners to practice language in a way that enhances their instinctive usage, effectively bridging the gap between classroom learning and real-world application. By promoting automaticity, TBLT not only boosts learners' linguistic competence but also increases their confidence and ability to use the target language spontaneously and effectively.

In conclusion, TBLT is instrumental in developing automaticity in language use, which leads to improved fluency and confidence among learners. By engaging students in meaningful, real-life tasks, TBLT helps them internalize linguistic patterns and use the language instinctively. This approach not only enhances learners' overall linguistic abilities but also prepares them for effective communication in real-world situations, making TBLT a valuable method in language education.

5. The Disadvantages of Task-Based Language Teaching

a. The Difficulty in Assessment and Testing

According to Ellis (2003), one of the major challenges of Task-Based Language Teaching (TBLT) is the difficulty associated with assessment and testing. This problem arises because traditional language tests often concentrate on discrete linguistic elements, which may not adequately reflect the holistic and communicative focus of TBLT. Nunan (2004) further explains that evaluating learners' performance on tasks is complex, as it requires assessing both the process and the results of task completion. Additionally, Seyedinasab (2021) points out that school and university exams frequently do not align with TBLT, as they tend to prioritize grammar and vocabulary knowledge over communicative competence. This disconnect between TBLT's emphasis on authentic language use and conventional assessment methods poses challenges in accurately gauging learners' progress and achievements within a task-based framework.

In conclusion, TBLT's dynamic approach to language learning clashes with traditional assessment methods focused on discrete linguistic items. This makes it difficult to effectively evaluate communicative competence. Innovative assessment methods are needed to accurately measure progress within a task-based learning environment, ensuring the benefits of TBLT are realized.

b. Lack of Explicit Grammar Instruction

According to Klapper (2003), a notable disadvantage of Task-Based Language Teaching (TBLT) is its insufficient emphasis on explicit grammar instruction, which can be particularly problematic for adult learners who may require more direct teaching regarding the language system. This inductive

approach to grammar may not offer the structured and detailed explanations necessary for some learners to fully understand grammatical concepts. Similarly, Nunan (2004) notes that TBLT's focus on meaning and communication often leads to inadequate attention to the explicit teaching of grammatical rules, which can hinder learners from building a solid foundation in grammar. Swan (2005) reinforces this concern by arguing that while TBLT prioritizes the use of language in real-life tasks, it may overlook the systematic teaching of grammar, potentially resulting in gaps in learners' grammatical knowledge. This lack of explicit grammar instruction can pose challenges, especially in educational settings where linguistic accuracy is crucial for assessment and language proficiency.

In conclusion, while TBLT has strengths in promoting meaningful communication, its lack of explicit grammar instruction poses a challenge for adult learners requiring structured guidance. This may result in grammatical gaps, particularly problematic in accuracy-demanding situations. Thus, a balanced approach integrating explicit grammar teaching alongside TBLT is recommended to cater to the diverse needs of learners.

c. Complexity in Task Design and Implementation

According to Ellis (2003), a major disadvantage of Task-Based Language Teaching (TBLT) is the complexity involved in designing and implementing tasks. This complexity arises from the necessity of carefully sequencing tasks according to their cognitive demands, which can be difficult for educators to manage effectively. Nunan (2004) elaborates that developing a task-based syllabus requires a thorough understanding of task complexity and difficulty, as tasks must be customized to align with learners' proficiency levels and

developmental stages. Robinson (2011) further emphasizes that the cognitive complexity inherent in tasks demands careful planning and adjustments to ensure that they are neither too simple nor too challenging for learners. This intricate process of designing and implementing tasks can be time-consuming and requires a high level of expertise from educators, making it a challenging aspect of TBLT to execute successfully.

In conclusion, while Task-Based Language Teaching (TBLT) presents valuable opportunities for meaningful language use, it also poses challenges in task design and implementation. The complexity of aligning tasks with learners' cognitive demands and proficiency levels necessitates substantial time and expertise from educators. Consequently, successful TBLT implementation can be demanding, underscoring the importance of professional development and support for educators to effectively navigate these complexities and reap the full benefits of this approach.

d. Potential for Lack of Language Control

Skehan (1996) points out that a major drawback of Task-Based Language Teaching (TBLT) is the potential lack of language control. This concern arises when learners overly depend on their existing language resources to complete tasks, which can lead to the fossilization of errors and hinder their linguistic growth. Ellis (2003) adds that in TBLT, learners might prioritize completing tasks over maintaining language accuracy, resulting in fluent yet incorrect usage. Moreover, Swan (2005) notes that the emphasis on meaning-driven tasks in TBLT can result in insufficient focus on form, which may impede the development of grammatical accuracy. This deficiency in language control can be especially

problematic in situations where linguistic precision is crucial for academic or professional success, ultimately restricting learners' overall language proficiency.

In conclusion, Task-Based Language Teaching (TBLT) effectively promotes meaningful communication but can challenge language control, leading to persistent errors and hindering grammatical accuracy. To support comprehensive language development, educators must balance task completion with attention to language form, especially in contexts where precision is crucial.

B. Previous Studies

Table 2.1: The list of previous studies 1

No	Writer(s) Research Title	Previous Research Title	Reseacher Name	Similarities	Differences
1.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	An Analysis Of Task-Based Language Teaching (Tblt) Approach Used By The Teacher To Improve Writing Ability At Sma Negeri 08 Mukomuko In The Academic Year Of 2021/2022	Intan Putri Permata Suci (2022).	The similarity of this research is that it has the same research objective, namely to obtain data related to the implementation of TBLT techniques in Senior high school.	The difference between this study and previous studies lies in the research setting. The previous researcher was located at SMAN 08 Mukomuko while in this study at SMAN 4 Blitar.
2.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	Implementing Task-Based Language Teaching (Tblt) To Teach Speaking In Efl Classes	Viryal Lulu Fakhira (2021).	The similarity of this research is that it examines the same teaching method, namely TBLT techniques and uses qualitative research methods in its explanation.	The difference between this study and previous studies lies in the skills where the previous researcher focused on speaking skills in EFL while in this study, the focus is on writing skills besides the school level used in the previous study was conducted at junior high schools in Bumiayu while in this study it was

					conducted at SMAN 4 Blitar.
3.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	The Effect Of Task-Based Language Teaching (Tblt) And Critical Thinking On Students' Writing Of Argumentative Essay (A Quasi-experimental Research in the Twelfth Grade students of SMAN 1 Jawilan Serang-Banten) In Universitas Borneo Tarakan	Nurlaillatul Barokah (2018).	The similarity of this research is examining TBLT techniques for students' writing abilities in Senior high school.	The difference between this study and previous studies lies in the research method used. Previous researcher used the experimental design method while this study uses a single case study.
4.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	Task-based language teaching frameworks in technology enhanced learning contexts	John David (2019)	The similarity with this study is that it focuses on the use of the TBLT approach in learning and uses qualitative study methods in its explanation.	The difference between this study and previous studies lies in the school level and the place of study. In the previous study, it was located at the college level in Ontario, Canada, while in this study it was at the high school level at SMAN 4 Blitar.
5.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	The Effective of Using Task-Based Language Teaching on Students' Grammar Mastery Across Different Levels of Critical Thinking	Nuzulur Rohmah (2022)	The similarity of this study is the previous study which focuses on the application of TBLT to students.	The difference between this study and previous studies lies in the study method and the focus of the skills. The previous study used the Quasi experimental study method focusing on grammar skills while this study used One case study focusing on writing skills.
6.	Instructional Model Of Task-Based	The effect of Task Based Language	Putri Oktavia Zulianti	The similarities between this study and previous	The difference between this study and previous study

	Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	Teaching (TBLT) Towards Students' Speaking Ability Of Second Grade Students At MtsN 3 Kota Pekanbaru	(2019)	studies highlight the use of the TBLT method to improve students' skills.	lies in the study method and skills used by previous study, which was experimental in speaking students skill, while this study uses a one case study.
7.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	The Implementation Of Task-Based Language Teaching To Improve Students' Grammar Mastery	Neni Marlina (2014)	The similarities between this study and previous studies highlight the implementation of the TBLT method to improve students' skills.	The difference between this study and previous studies lies in the study method. Previous studies used Classroom action study while this study uses one case study.
8.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	Challenges Of Using Task Based Language Teaching Method In Teaching English On Twelfth Grade Students At Smk Pgri Donorojo Academic Year 2022/2023	Ayu Bulan Sri Khodizah (2023)	The similarities between this study and previous studies, both do the analyzing of the use Task-Based Language Teaching Method.	The difference between this study and previous study focuses on students' perceptions of TBLT, whereas this study focuses on the TBLT teaching model in writing.
9.	Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	The Use Of Task- Based Language Teaching To Improve Students' Reading Comprehension	Naqia Azzuhra (2023)	The similarity of this study is that the focus of the study is the same, namely to obtain data related to the implementation of TBLT on students and is also at the high school level.	The difference between this study and previous study theses is that previous study focused on reading comprehension skills using TBLT while this study focuses on teaching writing using TBLT.
10	Instructional Model Of Task-Based Language Teaching For	The Effect Of Task-Based Language Teaching On Students'	Oki Meriani (2021)	The similarity of this research is that previous research has similarities in the	The difference between this research and previous research studies is that the

	Writing Learning In The 10th Grade At Senior Highschool : A Single Case Study At Sman 4 Blitar	Speaking Achievement Among The First Grade At Sman 1 Seputih Surabaya Central Lampung	focus of TBLT discussions at the high school student level.	previous studies used quantitative methods while this research uses qualitative methods.

According to the research by Intan Putri Permata Suci in 2022, titled "An Analysis of Task-Based Language Teaching (TBLT) Approach Used by the Teacher to Improve Writing Ability at SMA Negeri 08 Mukomuko in the Academic Year of 2021/2022," the study aimed to collect data on the implementation of TBLT techniques in high schools. Both this research and the current study focus on the application of TBLT in writing instruction. However, a significant difference lies in the research locations. The previous study was conducted at SMAN 08 Mukomuko, while the current research takes place at SMAN 4 Blitar. These different settings may offer varied insights into the effectiveness and challenges of implementing TBLT in different school environments.

According to the research by Viryal Lulu Fakhira in 2021, titled "Implementing Task-Based Language Teaching (TBLT) to Teach Speaking in EFL Classes," the study explored the use of TBLT to enhance speaking skills in English as a Foreign Language (EFL) classes at a junior high school in Bumiayu. Both this research and the current study employ the TBLT teaching method and qualitative research methods. However, the focus differs; the previous research emphasized speaking skills, while the current study focuses on writing skills at the senior high school level at SMAN 4 Blitar. This difference in focus allows for a

broader exploration of how TBLT can be adapted to various aspects of language learning.

According to the research by Nurlaillatul Barokah in 2018, titled "The Effect of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essays," the study examined the influence of TBLT and critical thinking on the ability to write argumentative essays among twelfth-grade students at SMAN 1 Jawilan Serang-Banten. This research shares similarities with the current study in its use of TBLT to enhance writing skills in high school students. However, the main difference lies in the research methodology. The previous study employed a quasi-experimental design, whereas the current study utilizes a single case study approach. These differing methodologies affect the validity and generalizability of the findings, with the quasi-experimental approach allowing for more controlled hypothesis testing, while the single case study provides in-depth insights within a specific context.

According to the research by John David in 2019, titled "Task-Based Language Teaching Frameworks in Technology Enhanced Learning Contexts," the study explored TBLT frameworks within technology-enhanced learning at the college level in Ontario, Canada. Both this research and the current study focus on the use of the TBLT approach in education and employ qualitative study methods. However, a significant difference is in the educational level and research setting. While the previous study was conducted at the college level, the current study is at the senior high school level at SMAN 4 Blitar. This difference highlights the applicability of TBLT across various educational levels and contexts, each with unique challenges and benefits.

According to the research by Nuzulur Rohmah in 2022, titled "The Effectiveness of Using Task-Based Language Teaching on Students' Grammar Mastery Across Different Levels of Critical Thinking," the study examined the effectiveness of TBLT on students' grammar mastery at varying levels of critical thinking. Both this research and the current study focus on the application of TBLT to students. However, the main difference lies in the research methodology and the skills focused on. The previous study used a quasi-experimental method with a focus on grammar skills, while the current study employs a single case study method with a focus on writing skills. This difference illustrates the diverse aspects of language learning that TBLT can address with varying methodological approaches.

According to the research by Putri Oktavia Zulianti in 2019, titled "The Effect of Task-Based Language Teaching (TBLT) on Students' Speaking Ability of Second Grade Students at MTSN 3 Kota Pekanbaru," the study investigated the impact of TBLT on the speaking abilities of second-grade students at MTSN 3 Kota Pekanbaru. Both studies highlight the use of the TBLT method to improve students' language skills. However, there are differences in research methodology and the skills targeted. The previous study used an experimental method focusing on speaking skills, while the current study employs a single case study method focusing on writing skills. This demonstrates how TBLT can be tailored to develop different language skills through various research approaches.

According to the research by Neni Marlina in 2014, titled "The Implementation of Task-Based Language Teaching to Improve Students' Grammar Mastery," the study examined the use of TBLT to enhance students'

grammar mastery. Both this research and the current study share a focus on the implementation of TBLT to improve language skills. However, the primary difference lies in the research methodology. The previous study used a classroom action research approach, while the current study utilizes a single case study method. These different methodological approaches affect how data is collected and analyzed, providing diverse insights into the effectiveness of TBLT in various educational contexts.

According to the research by Ayu Bulan Sri Khodizah in 2023, titled "Challenges of Using Task-Based Language Teaching Method in Teaching English to Twelfth Grade Students at SMK PGRI Donorojo in the Academic Year 2022/2023," the study investigated the challenges of using TBLT in teaching English to twelfth-grade students. Both this research and the current study analyze the use of the TBLT method. However, the primary difference is in their focus. The previous study focused on the challenges and perceptions of students regarding TBLT, while the current study focuses on the TBLT instructional model in writing. This difference provides varied insights into the application of TBLT from different perspectives.

According to the research by Naqia Azzuhra in 2023, titled "The Use of Task-Based Language Teaching to Improve Students' Reading Comprehension," the study examined the use of TBLT to enhance reading comprehension among high school students. Both this research and the current study aim to collect data related to the implementation of TBLT at the high school level. However, the primary difference lies in the skills focused on. The previous study focused on reading comprehension skills, while the current study focuses on writing skills.

This shows that TBLT can be effectively applied to various language skills, yielding diverse outcomes based on the targeted skill.

According to the research by Oki Meriani in 2021, titled "The Effect of Task-Based Language Teaching on Students' Speaking Achievement Among the First Grade at SMAN 1 Seputih Surabaya, Central Lampung," the study investigated the impact of TBLT on the speaking achievement of first-grade students. Both this research and the current study discuss the use of TBLT at the senior high school level. However, the primary difference lies in the research methodology. The previous study used a quantitative method to measure students' speaking achievements, whereas the current study employs a qualitative method to understand the application of TBLT in writing skills. These differing methodologies provide distinct perspectives on the effectiveness of TBLT, illustrating its flexibility and advantages in various learning contexts.

In conclusion, while previous studies on Task-Based Language Teaching (TBLT) have explored its impact on various language skills such as speaking, grammar, and reading across different educational levels and contexts using diverse methodologies, the current research uniquely focuses on the application of TBLT specifically for enhancing writing skills among senior high school students at SMAN 4 Blitar. This study distinguishes itself by employing a single case study approach, providing an in-depth analysis of TBLT's effectiveness in a specific high school environment, thereby contributing detailed insights into the practical challenges and benefits of TBLT implementation in this particular educational setting.

CHAPTER III

RESEARCH METHODOLOGY

This third chapter of this thesis are research method and design, research setting, instrument of the research, technique of collecting data, data analysis technique, and validity of research data.

A. Research Approach and Design

1. Research Approach

According to Sugiyono (2018) qualitative research approach is a research method based on post-positivism and interpretive philosophy which is used to investigate the scientific background where the researcher is the key instrument, while data collection uses triangulated data collection procedures including interviews, observation and documentation with qualitative data analysis to understand meaning, uniqueness, phenomena and hypotheses. Bolderston et al (2018) also states that qualitative research methods aim to investigate certain aspects of human existence. In essence, qualitative research is research that uses qualitative procedures to understand the perspectives and experiences of individuals or society regarding a particular issue. Flick (2018) also defines qualitative research as an iterative process that improves scientific understanding by identifying new distinctions related to the issue being examined. This enhanced knowledge serves as the foundation for a more objective approach to the study subject at hand.

Based on the insights from the three experts, it can be inferred that qualitative research centers on investigating human experiences and viewpoints within a post-positivist and interpretive context. The researcher plays a crucial role, employing triangulated data collection techniques like interviews, observation, and documentation. This method seeks to reveal meanings, uniqueness, phenomena, and form hypotheses. Qualitative research is characterized by an iterative process that deepens scientific comprehension by uncovering new distinctions related to the topic under investigation, thereby supporting a more objective study of the subject.

In this study, the researcher used a qualitative descriptive approach to explain the results of the research data obtained. The researcher used a qualitative approach because it was in accordance with this research design, namely the case study research method and data collection techniques using interviews, observation, and documentation where the data was changeable, holistic, complex, dynamic, and full of meaning in the social situation. So in this study, the qualitative approach was used to disclose the data, situation, and phenomena at SMAN 4 Blitar.

2. Research Design

The researcher used a case study approach design adapted by Yin. A case study is a comprehensive investigation of the subject or location of a particular document or phenomenon. Robert K. Yin (1987) limits something technical by exploring its identity. Based on Yin's opinion, case studies include the following limitations: a. The object of study can be individuals, events, circumstances, or

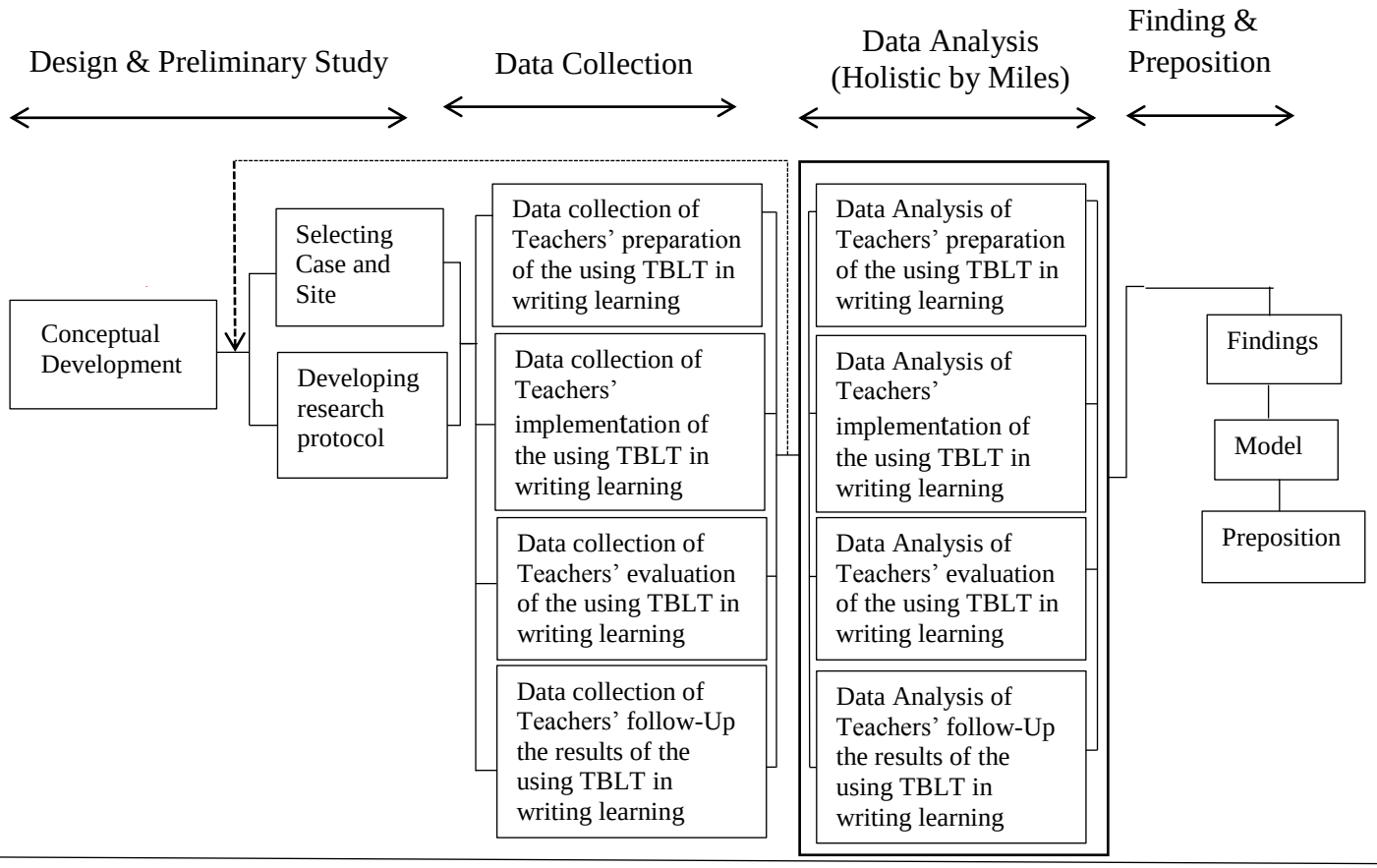
records. b. The research object is examined thoroughly to ensure that the objectives are complete according to the context, so that it aims to understand the various relationships that exist between the variables. Yin (2014) states that case study research is an empirical study that investigates events in a setting that is not clearly visible. The case study approach is known for its ability to connect various types of data, such as interviews, observations, papers and equipment. Then, case study research is classified into three types: explanatory, exploratory, and descriptive (Yin, 2014). Then Yin added that case study research designs serve as a basis for considering individual case study designs.

There are two types of case studies in this research design: single case studies and multi case studies. In general, a single case study enhances a particular phenomenon if the case provides an important test of existing theory regarding a rare or unique event, and is related to the purpose of the disclosure (Yin, 2018). In several domains, multiple-case studies are considered a distinct approach from single-case studies. For example, both anthropology and political science have evolved separate sets of rationales for doing single-case studies and "comparative" (or multiple-case) research. There are two types of case studies in this research design: single case studies and multi case studies. In general, a single case study enhances a particular phenomenon if the case provides an important test of existing theory regarding a rare or unique event, and is related to the purpose of the disclosure (Yin, 2018). In several domains, multiple-case studies are considered a distinct approach from single-case studies. For example, both anthropology and political science have evolved separate sets of rationales for doing single-case studies and "comparative" (or multiple-case) research. The

single case study divides into two types they are the holistic and embedded single case study. Holistic single case study is analyzing each unit of analysis of all individual cases so that the case analysis is divided into several units. Meanwhile, single embedded case study is analyzing the global situation of a phenomenon in an organization.

The researcher used a single case study called a holistic single case study where the cases of this research were divided into four units. The single case study divides into two types they are the holistic and embedded single case study. Holistic and embedded designs are two types of case study designs within single-case and multiple-case studies, according to Yin (2018) in the sixth edition of "Case Study Research and Applications". Holistic designs look upon a case's whole nature. They investigate the general elements of a case rather than splitting it down into parts. Embedded designs, on the other hand, include several units of analysis into a single scenario. In an embedded design, the case study may incorporate the gathering and analysis of quantitative data from the case itself to answer specific research questions. The essential distinction is that holistic designs consider the case as a whole, whereas embedded designs examine specific components within the greater case context.

RESEARCH DESIGN



a Considering the research topic
b Preliminary study
c Collecting the relevant literature
d Making the framework

a Selecting the case
b Selecting the site
c Design and developing the research protocol, including :
- Interview instrument
- Observation Instrument
- Documentation Instrument

a Collecting research data using the research protocols.
b Collecting data of the focus study. 1) The preparation of using TBLT, 2) The implementation of using TBLT, 3) The evaluation of the using TBLT, 4) The follow-up of using TBLT

Analyzing data by use the holistic single case study techniques of the focus study. 1) The preparation of using TBLT, 2) The implementation of using TBLT, 3) The evaluation of the using TBLT, 4) The follow-up of using TBLT

a Final Findings
b Developing model from findings
c Formulating prepositions

Figure 3.1: Holistic Single Case Design according to Yin (2018), Supriyono (2019) 1

B. Research Setting

According to Creswell (2013), conducting research in qualitative case studies involves thoroughly examining a bounded system, such as an individual, organization, or event, within its real-world context. This method entails detailed, long-term data collection from various sources, including interviews, observations, and documents, to gain a comprehensive understanding of the case. Creswell distinguishes three types of case studies: intrinsic (focused on a unique case), instrumental (centered on a specific issue), and collective (multiple cases to highlight an issue). The aim is to create a rich, detailed description and analysis of the case, identifying themes or issues that arise from the data, while highlighting the significance of context and participants' perspectives.

The researcher decided to conduct this research at SMAN 4 Blitar located at Jalan Melati No. 49, Blitar City which was accredited A. This research focused on grade 10 at SMAN 4 Blitar and aimed to discuss in depth how teachers implemented the Task Based Language Teaching Approach (TBLT) process and its impact on improving students' writing skills. The researcher determined the research site at the school because SMAN 4 Blitar had a good reputation in academics and adequate facilities to support research activities. This school also had a high commitment to improving the quality of education. Good cooperation between the school and the researcher was also an important factor in this selection, ensuring that the research process could run smoothly and effectively. In addition, the research site was also chosen based on the existence of data that met the criteria for the research case. The researcher conducted research at SMAN

4 Blitar during the 2023/2024 academic year, starting in May 2024 for approximately a month and added time if necessary to complete data collection.

C. Key Informant

Purposive sampling is commonly used in qualitative research to identify and select cases that provide important information related to the phenomenon being studied (Patton, 2002). Campbell (2024) outlines the main principles of purposive sampling, including having a clearly defined purpose, selecting a representative sample, researcher expertise in the topic, and awareness of potential bias. Although purposive sampling provides advantages such as obtaining representative and detailed data efficiently, researcher must be aware of its limitations, especially the challenge of generalizing findings beyond the specific sample studied. Meanwhile, snowballing sampling is a data source sampling strategy where the initial amount of data is very small but increases over time (Sugiyono, 2018). The subjects of this study were obtained using proposive sampling and snowballing sampling techniques.

The researcher used purposive sampling to determine the main informant and then chose to use the snowballing sampling technique to determine the second, third and subsequent informants. The main informant in this study was a 10th grade English teacher at SMAN 4 Blitar. At this point, the 10th grade English teacher became the subject of research to obtain data related to teaching using Task-Based Language Teaching and student problems in the process of learning to write for 10th grade students. Teachers as the main informants provided in-depth information related to the application of the Task-Based Language Teaching method in writing learning for grade 10. In selecting the main

informant in this study, the researcher referred to the profile of the English teacher Mr. Andreas M. Pd who had experience in using Task-Based Language Teaching while teaching at SMAN 4 Blitar. Teachers served as the main informants, providing in-depth information related to the application of the Task-Based Language Teaching method in writing instruction for 10th-grade students. In selecting the main informants in this study, the researcher referred to the profile of the English teacher, Mr. Andreas M. Pd., who had experience utilizing Task-Based Language Teaching during his tenure at SMAN 4 Blitar and also when he was a lecturer. The selection was further based on Mr. Andreas' unique teaching style, which typically involved commencing lessons with icebreakers and meditation, often incorporating storytelling related to the subject matter. His teaching methods also adapted to the evolving times, recognizing the necessity of technology in contemporary education while remaining mindful of its drawbacks and limiting excessive use to prevent misuse. Second, 10th grade students as the second subject of students to explore more deeply related to writing problems and the process of learning to write in class. So the researcher wanted to know more about the writing learning process carried out by teachers at SMAN 4 Blitar and how teachers overcome problems in learning to write. Third, for additional informants, the researcher conducted an interview with the Principal of SMAN 4 Blitar to align the data obtained.

D. Data Collection

According to Miles and Huberman (1994), qualitative data collection is a crucial component of the analysis process, which they outline as encompassing three interrelated activities: data reduction, data display, and conclusion

drawing/verification. In qualitative research, data collection typically involves obtaining in-depth information from various sources, including interviews, observations, and documents. They highlight the necessity of guiding data collection with a clear conceptual framework and specific research questions.

In this study, the researcher used techniques and instruments for data collection. In data collection techniques, this study used techniques consisting of interviews, observations, and documentation. Data collection techniques in this study were supported by the use of relevant instruments adjusted to each data collection technique. In this study, data collection was carried out as follows:

1. Interview

According to Nunan (2004), effective interviews require careful preparation, including setting clear objectives and preparing targeted questions. Ellis (2003) emphasizes the importance of building rapport and creating a comfortable environment to encourage open responses. Seidman (2006) highlights the need for active listening and follow-up questions to gain deeper insights. Kvale and Brinkmann (2009) point out ethical considerations, such as obtaining informed consent and ensuring respondent privacy. Brinkmann and Kvale (2015) discuss the impact of digital technologies on interviews, noting the increasing use of remote interviewing methods. Overall, successful interviews depend on thorough preparation, rapport building, active listening, ethical practices, and adaptability to technology, all of which contribute to obtaining rich and meaningful data.

a Technique of Interview

Van Audenhove and Donders (2018) define expert interviews as semi-structured or open interviews with persons with specialized expertise in a certain topic. These interviews are designed to investigate or gather data on a specific area of interest, with an emphasis on the expert's technical, procedural, and interpretive expertise. While, Brinkmann and Kvale (2015) describe in-depth interviews as a qualitative research method that allows researcher to examine participants' experiences and perspectives in detail. This approach usually follows a semi-structured format, featuring open-ended questions that encourage participants to express their thoughts and feelings freely. The authors highlight the necessity of building rapport with interviewees to foster a comfortable environment that promotes honest responses. In-depth interviews are especially useful for revealing complex issues and comprehending the context behind participants' viewpoints, making them a vital tool for qualitative researcher aiming to gather rich, nuanced data.

To acquire valid data, this study used interview techniques to collect data from informants. The researcher used a type of semi-structured interview in the form of an in-depth interview where the researcher conducted probing to obtain data relevant to the focus of the research. The interview aimed to find problems openly where the informant conveyed their opinions and ideas in the form of field facts. Interviews were conducted using an interview guide or interview checklist, audio recorder, interview transcripts, and notes for the researcher to use in collecting data on how to implement the TBLT approach at SMAN 4 Blitar.

b Instrument of Interview

According to Van Audenhove and Donders (2019), an interview guide is a tool that governs how an organization conducts candidate interviews. This guide provides interviewers with a structured framework of what to ask and the order of the questions, ensuring that each candidate has a consistent experience. This guide usually outlines the essential competencies and skills from the job description, specifies the questions to be asked, includes assessment criteria, and other components to standardize the interview procedure. Creswell and Poth (2018) further emphasize the value of using audio recording devices to capture accurate data and note-taking materials to document non-verbal cues and immediate observations. They also highlight the importance of the researcher as an instrument, underscoring the necessity for strong listening skills and empathy. Additionally, Yin (2018) recommends incorporating visual aids or props during interviews to encourage discussion and improve data collection. Together, these experts stress that effective interview tools, encompassing both technological resources and the skills of the interviewer, are essential for collecting rich and meaningful data in qualitative research.

For this study, researcher used the interview guideline to systematically outline the topics and sequence of questions during interviews with key informants. Tools such as recorders and notes were employed for data collection. Additionally, interview transcripts were utilized to gather and organize the interview data.

2. Observation

Patton (2015) describes observation as a vital qualitative research method involving careful watching and documenting of phenomena in their natural settings. Creswell and Poth (2018) emphasize using all senses to gather detailed information on behaviors, interactions, and contexts, noting that observation can range from highly structured to flexible approaches based on research goals. Yin (2018) stresses the importance of systematic, objective recording to ensure reliability and validity. Together, these experts highlight that effective observation requires researchers to be attentive, unbiased, and meticulous, enabling the collection of rich, contextual data and valuable insights into complex social phenomena. The flexibility and rigorous documentation of observational methods make it an invaluable approach for understanding phenomena in their natural contexts.

a Technique of Observation

According to Ellis (2022), observation helps the researcher to understand how individuals react in a certain scenario and what items and people are significant to them who interact with them. Observing how individuals behave and interact with one another and with the outside environment gives insights about real actions rather than what they claim to do. Spradley (1980) defines participant observation as a qualitative research method in which the researcher actively participates in the activities of the group being studied while simultaneously observing and documenting data. This immersive approach enables researcher to gain a deeper insight into the perspectives and behaviors of participants by experiencing their culture or context firsthand. Spradley notes that

participant observation yields rich, contextual data that may be difficult to obtain through other research methods, allowing researcher to capture both verbal and non-verbal cues in natural settings. Additionally, this method helps establish rapport with participants, providing researcher with insider knowledge of the community or group being examined.

In this study, researcher used observation techniques. Researcher used observation which gave them the freedom to observe the writing learning process in the classroom as well as the process of teachers processing learning materials and evaluation results to obtain findings. Researcher used participatory observation where researcher were directly involved in the research or observation process to find out the teaching and learning process in the classroom. This observation approach aims to examine in detail how the TBLT technique is applied at SMAN 4 Blitar.

b Instrument of Observation

Creswell (2012) describes observation as the process of gathering information directly and openly by observing people and places at the research location. According to DeWalt (2011), instruments for observation are critical tools for systematically documenting and analyzing behaviors and interactions in qualitative research. These instruments typically consist of structured observation guides that specify particular behaviors or events to be recorded, which helps maintain consistency and reliability in data collection. They also emphasize the use of audio and video recording devices to capture detailed and precise information that can be reviewed multiple times for comprehensive analysis. Furthermore, the authors highlight the significance of field notes, where

researcher can jot down their observations, contextual details, and reflections in real-time. Overall, DeWalt assert that effective observation instruments allow researcher to collect rich, contextual data, yielding valuable insights into the phenomena under investigation. In addition, Creswell (2013) states that field notes are crucial for collecting observation data in qualitative research.

In this study, the researcher used various observation instruments consisting of field notes to describe the teaching and learning process carried out by teachers using a task-based language teaching approach. Field notes provided a comprehensive description of each event, including the time, location, and date of each observation. These notes were an important tool for the researcher to complement data collected from other research methods.

3. Documentation

Creswell and Poth (2018) assert that documentation is crucial in qualitative research for systematically recording information that describes or explains a topic. They stress that effective documentation must be clear, concise, and easily accessible, utilizing various formats such as written texts, audio recordings, and visuals to capture all relevant data. Maintaining accurate and up-to-date records is essential for improving the reliability and validity of research findings. Similarly, Mulhall (2003) points out that observation is an important method that enables researcher to directly observe and document behaviors and interactions in their natural settings. She highlights that this method offers unique insights into group dynamics and environmental influences, emphasizing the role of field notes in capturing observations and reflections in real-time. Furthermore, Yin (2018) emphasizes the need for systematic and objective recording of observations to

ensure the reliability and validity of the data collected. Collectively, these experts highlight the significance of comprehensive documentation and observation in generating rich, contextual data in qualitative research.

a Technique of Documentation

According to Liu et al. (2021), documentation in research refers to the act of recording, organizing, and preserving information related to a research project. This process includes developing and maintaining comprehensive records of the study methodology, data collection methods, analytical techniques, and findings. Proper documentation is essential for several reasons: it allows researcher to give and receive credit for their ideas, fosters transparency and integrity in the research process, and ensures that the research can be shared and replicated by others. This practice enhances the credibility of the research, facilitates collaboration, and contributes to the advancement of knowledge in the field. Furthermore, thorough documentation serves as a valuable resource for future researcher who may build upon or reference the original study, thereby promoting a culture of openness and continuous learning within the academic community.

In this study, the researcher used documentation techniques used to collect data in the form of important documents and those related to the focus of the research on teaching writing through TBLT class 10 and also the required photography. In this documentation, the researcher took documents in the form of learning implementation plans, teaching modules, ATP or learning objective flows, student grades or student learning outcome reports, student attendance check sheets, required student worksheets related to writing learning in class 10 at SMAN 4 Blitar.

b Instrument of Documentation

According to Bowen (2009), documentation instruments in qualitative research encompass various types of documents that can be analyzed to extract data and insights. These instruments fall into three main categories: public records (such as official organizational documents), personal documents (including diaries or emails), and physical evidence (like artifacts or training materials). Bowen notes that effective document analysis requires a systematic review and evaluation of these materials to derive meaning, enhance understanding, and build empirical knowledge. Additionally, Creswell and Poth (2018) emphasize the necessity of utilizing multiple sources of documentation to ensure triangulation and bolster the credibility of research findings. They advocate for a structured approach to document analysis, which includes coding content into themes and applying evaluation rubrics. Together, these experts highlight that when used effectively, documentation instruments can yield rich, contextual data that complements other qualitative research methods and contributes to a deeper understanding of the research topic.

In this study, the researcher used documentation field notes, camera and photography as tools to collect data. The researcher also used a camera to document documents and activities. This involves scanning documents or images containing various elements of the learning process, including lesson plans, teaching modules, grades, student attendance lists, student worksheets and documentation images that are important for the needs of this study.

E. Data Analysis

Miles and Huberman (1994) present a systematic approach to qualitative data analysis that involves three concurrent activities: data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process of selecting, focusing, simplifying, and transforming the raw data, which continues throughout the research. Data display involves organizing and compressing information into visual formats such as matrices, graphs, charts, and networks to facilitate understanding. The final activity, conclusion drawing and verification, includes developing propositions, identifying patterns, building explanations, and verifying findings. This iterative process allows researcher to continuously refine their analysis and draw meaningful conclusions from the data.

In this study, researcher analyzed data using data analysis techniques and data analysis instruments. Researcher used interactive data analysis techniques consisting of four stages consisting of the data reduction, data display, and conclusion drawing/verification adapted from Miles and Huberman (1994). Data analysis techniques are supported by relevant instruments for data analysis using contact summary. While researcher are also supported by research tools including Checklist matrix to list the levels of phenomena that occurred based on the focus of the study and role order matrix containing a sequence of events related to informants related to the focus of the study.

1. Technique of Data Analysis by using Interactive Data Analysis

Miles & Huberman (1994) stated that qualitative data analysis is done interactively and continuously until complete. So that, the data analysis technique uses interactive data analysis. Data analysis activities consist of three activities

that occur simultaneously, namely: data reduction, data presentation, and drawing conclusions/verification.

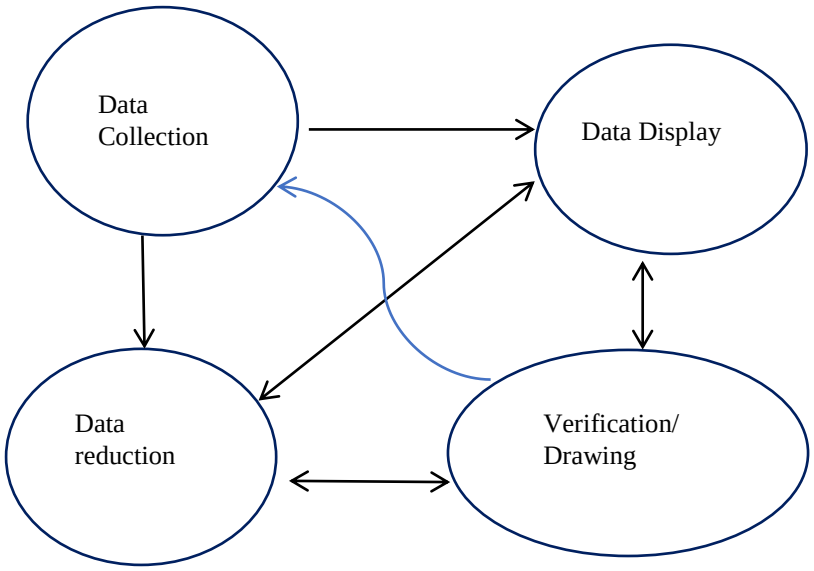


Figure 3.2: Interactive model of data analysis according to Miles and Huberman (1994) 1

Firstly, in the data collection according to Miles and Huberman (1994) suggest that data collecting in qualitative research is a continuous process that includes analysis. They stress that data collecting and analysis should take place concurrently in qualitative investigations. Miles, Huberman, and Saldaña (2014) emphasize the importance of data gathering in qualitative research analysis methodologies. They explain that the process entails acquiring extensive, context-rich information using techniques such as interviews, observations, and document analysis. The obtained data is then methodically evaluated to uncover patterns, themes, and linkages, allowing for a more thorough knowledge of the study topic. This repeated method of data gathering and analysis helps researcher to fine-tune their emphasis and strengthen their findings throughout the study.

In this study, data analysis began with data collection using interviews, observations, and documentation. The researcher collected data through a combination of methods to ensure a comprehensive understanding of the research topic. Primary data collection methods included semi-structured interviews, observations, and document analysis. Semi-structured interviews allowed for in-depth exploration of participants' experiences and perspectives. Observations provided contextual insights and helped capture non-verbal cues and interactions. Document analysis involved reviewing relevant texts, reports, and notes to complement and validate findings from interviews and observations. This triangulation approach was carried out by the researcher in order to collect rich and diverse data that could provide a comprehensive perspective on the research question.

Secondly, in data reduction Miles and Huberman (1994) says that data reduction is an important element of qualitative data analysis that occurs continuously throughout the research process. They describe data reduction as the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions. Miles and Huberman emphasized that data reduction is an integral part of the analysis, not a separate activity. Data reduction involves refining, sorting, focusing, discarding, and organizing data to allow for the drawing and verification of "final" conclusions.

The data reduction process in this study involved selecting, focusing, simplifying, and transforming data from the raw data collected during the study. The researcher began by transcribing interviews and organizing observation notes and documents. Data was coded to identify major themes, patterns, and

categories. Summaries and memos were written to distill the essence of the data and highlight important findings. Through this iterative process, the data was refined and condensed systematically to make it more manageable and meaningful into a research protocol on summary contacts from interviews, observations, and documents. This allowed the researcher to draw in-depth conclusions while maintaining the integrity and richness of the original data.

Thirdly, in the data display according to Miles and Huberman (1994), data display is a vital aspect of qualitative data analysis. They describe data display as a structured, condensed arrangement of information that facilitates conclusion drawing and action. They highlight that data displays, such as matrices, graphs, charts, and networks, are designed to present organized information in a compact, easily accessible format, enabling analysts to understand what is occurring and either draw well-founded conclusions or proceed to the next analysis step.

Data display in this study involved presenting the reduced data in a structured, visual format to facilitate understanding and analysis. The researcher used various tools such as tables, graphs, charts, and matrices to organize and summarize the data. These visual displays helped in identifying trends, patterns, and relationships within the data. For instance, tables were used to compare responses across different participants, while graphs and charts illustrated frequencies and distributions of key themes. Matrices aided in cross-referencing data from different sources and methods. By using these visual aids, the researcher aimed to present the data in a clear, concise, and accessible manner, making it easier to draw well-founded conclusions and communicate the findings effectively.

Fourthly. In the conclusion drawing and verification Miles and Huberman (1994) says that conclusion drawing and verification is the final stage in their qualitative data analysis framework. This process begins early in data collection, as analysts start interpreting the data, identifying regularities, patterns, explanations, configurations, causal flows, and propositions. Despite forming initial conclusions, researcher are advised to remain open and skeptical, treating these conclusions tentatively. As analysis advances, conclusions become more explicit and well-founded.

In this study, the researcher followed Miles and Huberman's (1994) method for drawing and verifying conclusions. This process began during data collection, where initial interpretations were made to identify emerging patterns and themes. Data was reduced and organized using techniques such as summarization, coding, thematic identification, clustering, and memo writing. The reduced data was presented in tables, graphs, and charts to facilitate understanding and conclusion drawing. To ensure the validity of the conclusions, the researcher employed triangulation by examining data from multiple sources and methods, engaged in peer debriefing to gather feedback and identify potential biases, and conducted member checking by seeking confirmation from study participants. By following these steps, the researcher aimed to ensure that the conclusions were robust, credible, and accurately reflected the collected data.

2. Instrument of Data Analysis

a Interview

In this study, interview data analysis was conducted using an interview contact summary, which condensed and coded important interview data from interview

transcriptions to facilitate the analysis process. By summarizing key points and coding them effectively, the researcher could identify patterns and themes more efficiently, enhancing the overall rigor and reliability of the study. The interview contact summary aided the researcher in performing data collection, data display, and essential data reduction. According to Miles and Huberman (1994), an interview contact summary is an essential tool in qualitative research for systematically capturing and organizing data from interviews. This form enabled the researcher to summarize key points and insights from each interview session, ensuring that significant information was retained and could be easily referenced later. The contact summary included details such as the main themes discussed, notable quotes, and any emerging patterns or ideas. It also aided in planning subsequent interviews by highlighting areas that required further exploration. By utilizing contact summary forms, the researcher could enhance the efficiency and effectiveness of their data analysis, ensuring a more organized and thorough examination of the collected data.

b Observation

In this study, observation data analysis was conducted using observation contact summaries, which condensed field notes to capture essential data for analysis. This method helped researchers in collecting, displaying, and reducing data efficiently. By summarizing key observations, researchers ensured important information was organized and easily accessible, enhancing the overall quality and reliability of the research findings. According to Miles and Huberman (1994), an observation contact summary was a crucial tool in qualitative research for systematically capturing and organizing data from observational sessions. This

form allowed researchers to summarize key points and insights from each observation, ensuring that essential information was preserved and easily accessible later. The contact summary included details such as the main themes observed, significant events, and any emerging patterns or ideas. It also assisted in planning future observations by identifying areas that needed further investigation. By using contact summary forms, researchers could improve the efficiency and effectiveness of their data analysis, ensuring a more organized and comprehensive examination of the collected data. This structured approach enhanced coordination among multiple field-workers and facilitated the coding and analysis of summarized data, ultimately contributing to more robust qualitative research findings.

c Documentation

In this study, documentation data analysis was conducted using documentation contact summaries, which involved selecting documentation field notes to retrieve essential documents for analysis. This method aided researchers in efficiently collecting, displaying, and reducing data. By selecting primary documents, researchers ensured that crucial information was organized and easily accessible, thereby enhancing the quality and reliability of the research findings overall. According to Miles and Huberman (1994), a documentation contact summary was a concise tool used in qualitative research to capture key information from document reviews. This form summarized main themes, significant quotes, and emerging patterns from each document analyzed. It aided in organizing data, planning further research, and facilitating efficient analysis. By systematically recording essential details, researchers could enhance the

effectiveness of their qualitative data analysis process, ensuring a more thorough and organized examination of the collected information.

F. Checking Validity and Reliability of Research Data

Based on Lincoln and Guba's (1985) criteria for trustworthiness in qualitative research, ensuring the validity and reliability of research data involves evaluating four main aspects: credibility, transferability, dependability, and confirmability. Credibility, akin to internal validity, refers to the confidence in the accuracy of findings and can be upheld through methods such as prolonged engagement, triangulation, and member checking. Transferability, similar to external validity, concerns the extent to which findings can be applied to other contexts and is typically addressed through rich descriptions of the research setting. Dependability, comparable to reliability, focuses on the consistency and replicability of findings, often verified through informant trails and systematic replication. Lastly, confirmability, similar to objectivity, ensures that findings are shaped by participants rather than researcher bias, and can be established through informant trails, triangulation, and reflexivity. These elements collectively contribute to enhancing the overall trustworthiness of qualitative research outcomes.

1. Credibility

According to Lincoln and Guba (1985), credibility is essential for establishing trustworthiness in qualitative research, comparable to internal validity in quantitative research. It pertains to the assurance in the truthfulness of the findings and their accurate representation of the participants' views. To enhance credibility, Lincoln and Guba suggest several methods: engaging in the field for

an extended period to build trust and comprehend the context; persistent observation to pinpoint essential aspects of the phenomenon; triangulation by using various data sources, methods, or investigators; peer debriefing to reveal biases and consider different interpretations; negative case analysis to investigate conflicting evidence; and member checking, where participants verify the accuracy of the researcher' interpretations. By applying these techniques, researcher can strengthen the credibility of their qualitative studies, ensuring that the findings are genuine and deeply rooted in the participants' experiences and perspectives. Miles and Huberman (1994) states that triangulation is a method used to enhance research findings by cross-verifying information from multiple sources. They describe it as a way to support findings by demonstrating that independent measures align or do not contradict each other. They identify four types of triangulation: a. data source triangulation, which uses various data sources; b. methodological triangulation, which compares results from different research methods; c. researcher triangulation, involving multiple researcher in data analysis; and d. theoretical triangulation, which applies different theories to interpret the data. This approach is crucial for improving the validity and reliability of qualitative research by providing a more comprehensive understanding of the studied phenomenon.

In this study, to ensure credibility, the researcher focused on relevant research data by using data triangulation. Triangulation was used to strengthen findings through various data sources and methods, increasing the accuracy and validity of the results of the data that had been analyzed. Data triangulation was implemented across several case units using various data collection techniques

and sources. The triangulation involved gathering interview results from key participants, including the principal, teachers, and students. Additionally, the researcher documented their observations during learning activities in observation notes and collected relevant documentation. All data from interviews, observations, and documentation were compiled into a research protocol and drafted into a single document. The researcher then classified the data based on similarities and differences, extracting relevant information to ensure a comprehensive and reliable analysis.

a Source Triangulation

Data source triangulation, as described by Denzin (1978), Patton (1999), and Miles and Huberman (1994), involves using different data sources to study the same phenomenon. This can include collecting data from various people, at different times, and in different places. For example, researcher might gather information through interviews, observations, and document analysis to create a more comprehensive picture. This approach helps to cross-check and validate findings by ensuring that the data is consistent across different contexts and sources. By integrating multiple data sources, researcher can enhance the credibility and depth of their findings, providing a more complete and reliable understanding of the studied phenomenon.

To ensure source triangulation in this study, the researcher collected data from various sources to cross-check and verify the consistency and accuracy of the findings. Specifically, data was collected from various participants, including teachers, students, and principal staff at SMAN 4 Blitar. By comparing the perspectives and information obtained from these various groups, the researcher

could identify common themes and differences, thereby increasing the credibility and reliability of the results. In addition, the use of various data collection methods such as interviews, observations, and document analysis further contributed to the triangulation process, thereby providing a comprehensive and holistic understanding of the research context.

Source triangulation in research involves using various data sources to ensure the validity and reliability of research findings. Below is an example of a source triangulation table in qualitative research that can be used to show how data is collected from various sources to support a finding.

Table 3.1: Example of Source Triangulation 1

No	Research Findings	Data Source 1: Interview	Data Source 2: Observation	Data Source 3: Document
1	Use of technology in learning	Teacher: "We use tablets to assist the learning process."	Students are often seen using tablets during class.	School reports show an increase in tablet usage in the curriculum.
2	Challenges in online learning	Student: "Internet connection is often unstable during online classes."	During observation, some students appeared to struggle accessing online materials.	School records note complaints about internet connection issues during online learning.
3	Impact of student motivation on academic performance	Parent: "My child is more motivated to study when there are small rewards from the teacher."	Teacher observed increased student participation after giving rewards.	Academic reports show improved grades after implementing a reward program.
4	Parental involvement in child education	Parent: "We always help our child with homework every night."	Home observation shows parents actively assisting their child in learning.	Communication logs between teachers and parents show high interaction frequency regarding the child's academic progress.

The research findings are expected to be validated through source triangulation, utilizing data from interviews, observations, and documents. Cross-referencing these diverse sources enhances the credibility and reliability of the findings. This triangulation process ensures the accuracy of conclusions and strengthens the overall validity of the study.

b Triangulation Method

According to Denzin (1978) and Patton (1999), the triangulation method involves using multiple research methods to study the same phenomenon, thereby enhancing the validity and reliability of the findings. Methodological triangulation can include combining qualitative methods like interviews and focus groups with quantitative methods like surveys and experiments. This approach allows researcher to cross-verify data and gain a more comprehensive understanding of the research question by leveraging the strengths of different methods while mitigating their individual weaknesses. By comparing and contrasting findings from various methods, researcher can ensure a more robust and nuanced interpretation of the data.

To ensure triangulation of methods in this study, the researcher used data triangulation to ensure the validity and relevance of the data. In the process, various data collection approaches were employed to verify the findings and strengthen their validity. Specifically, this study used interviews, observations, and document analysis. Interviews with teachers, students, and principals at SMAN 4 Blitar served as a technique for collecting qualitative insights. Data were collected in detail regarding their experiences and perspectives, the results of which were written in transcripts and then processed in the interview contact

summary. While observations involved direct monitoring of classroom and school dynamics to witness behavior and interactions directly. Document analysis included reviewing ATP, lesson plans, grades, and relevant student work to complement and validate data from interviews and observations. By using these various methods, the researcher aimed to cross-validate information, identify patterns, and gain a comprehensive understanding of the research context.

Table 3.2: Example of Method Triangulation 1

Aspect Observed	Interview (Teacher/Students)	Observation (In Class)	Documentation (Lesson Plan, Materials, etc.)	Conclusion
Learning Objectives	Teacher: "The goal is for students to understand the concept of photosynthesis." Student: "Yes, we learned about photosynthesis today."	Learning objectives written on the board, students actively asking questions about photosynthesis.	Learning objectives clearly stated in the lesson plan and align with the material in the textbook.	Learning objectives achieved, students understand the concept of photosynthesis.
Teaching Methods	Teacher: "Used group discussion and presentations." Student: "Enjoyed it, we could collaborate."	Students actively discussing, presentations went smoothly, Q&A session held.	Teaching methods align with the lesson plan, materials include worksheets for group work.	Teaching methods effective, students actively engaged and understood the material.
Learning Media	Teacher: "Used animated videos and pictures." Student: "The video was interesting, helped me understand better."	Video played, students paid attention, images clear and relevant.	Use of video and images aligns with the lesson plan, textbook material also visual.	Learning media supportive, increased student interest and understanding.
Assessment	Teacher: "There was a quiz, group assignment, and observation." Student: "The quiz was a bit difficult, but it helped me know what I didn't understand."	Quiz conducted, students worked on group assignments, teacher observed discussions.	Assessment methods align with the lesson plan, assessment instruments (quiz questions, rubric) available.	Assessment varied, provided feedback for both teacher and students for improvement.

The triangulation table illustrates successful photosynthesis instruction. The teacher's use of group discussions, presentations, and visual aids, consistent with planned materials, fostered active student participation. Varied assessments

provided valuable feedback. Though learning objectives were met, further data analysis is needed to tailor recommendations for enhancing learning.

2. Transferability

Lincoln and Guba (1985) emphasize transferability as a crucial criterion for establishing credibility in qualitative research, akin to external validity in quantitative studies. Transferability concerns the extent to which research findings can be applied or transferred to different contexts or settings with varying participants. Unlike the aim of generalizability in quantitative research, qualitative researcher focus on providing detailed, contextual descriptions known as "thick description." This approach enables readers and researcher to assess whether the findings might be relevant to their own situations. The responsibility for determining transferability rests primarily with those seeking to apply the research findings in new contexts. To enhance transferability, researcher should provide comprehensive details about the research setting, participants, data collection methods, and analysis procedures. This thorough documentation allows others to evaluate the similarities between the original study context and their own, aiding in informed decisions about the relevance of the research outcomes in different settings.

In this study, to ensure transferability, detailed research data was meticulously documented. A comprehensive description of the background of SMAN 4 Blitar, including the process of English language learning culture, was presented. This thorough documentation provided academics and other practitioners with the necessary context to determine the relevance and applicability of the research findings to their own situations. By including specific

details about the school's environment, teaching methods, student demographics, and learning outcomes, the study aimed to offer valuable insights that could be adapted and applied in various educational settings. This detailed approach facilitated a deeper understanding and enhanced the potential for practical implementation of the research results.

3. Dependability

According to Lincoln and Guba (1985), dependability is a critical aspect of ensuring the reliability and trustworthiness of qualitative research, similar to the concept of reliability in quantitative research. It pertains to the consistency and replicability of research findings, indicating that comparable results would likely emerge if the study were conducted again under similar conditions with similar participants. Lincoln and Guba suggest several methods to achieve dependability: maintaining detailed informant trails throughout the research process; conducting stepwise replication where multiple researcher independently analyze the same data; employing a code-recode strategy to compare coding outcomes over time; engaging in peer scrutiny or debriefing sessions to identify potential biases; and utilizing triangulation with diverse methods or data sources. By incorporating these approaches, researcher can bolster the dependability of their qualitative research, ensuring that their findings are reliable and reproducible. This contributes significantly to the overall credibility and rigor of the study.

In this study, dependability was ensured through data triangulation to achieve accurate results. The researcher conducted interviews with questions designed to address the same objectives for each respondent. To maintain dependability, a comprehensive and transparent documentation approach was

employed for all research operations, including data collection, analysis, and interpretation of findings. The use of triangulation, involving multiple data sources and methods, enhanced the reliability of the results. Additionally, the researcher maintained a reflective diary to document any modifications to the research process and the reasons behind these changes, ensuring a clear and traceable record of the research activities.

4. Confirmability

According to Lincoln and Guba (1985), confirmability is a crucial criterion for establishing the reliability of qualitative research, comparable to objectivity in quantitative studies. Confirmability pertains to ensuring that the findings of a study are influenced by the participants' perspectives rather than by the researcher's biases, motives, or interests. To achieve confirmability, researcher should demonstrate that their data and interpretations are clearly derived from the data itself, not from their personal predispositions.

In this study, to ensure confirmability, the researcher used the check re-check method, involving evaluation by experts who read and assessed the findings to identify potential errors or biases. The researcher also maintained a detailed informant trail, documenting all activities, decisions, and research processes to allow for external verification. This documentation included records on data collection, processing, and analysis, as well as the rationale behind methodological decisions. By preserving all raw data, field notes, interview transcripts, and related documents, the researcher ensured that the study's findings were reliable, objective, and accountable, thereby enhancing the credibility of the research and providing confidence to readers and other practitioners.

CHAPTER IV

DATA PRESENTATION, FINDINGS, AND DISCUSSION

The fourth chapter consists of the finding and discussion of this research. This chapter focus on presenting data that was naturally obtained, structured according to the units of analysis for four research focuses. It includes the presentation of findings and a discussion of these findings in relation to existing theories on teaching speaking. The chapter is organized into three sections: Data Presentation, Findings, and Discussion.

A. Data Presentation

1. Focus 1: The Teacher's Preparation of The Using Task-Based Language Teaching In The 10th Grade at SMAN 4 Blitar

Sekolah Menengah Atas Negeri 4 (SMAN 4) Blitar is one of the schools located in Blitar City at Jl. Melati No. 49. It has a good reputation in academics and offers English teaching with a unique and high-quality learning approach. The uniqueness of English teaching at SMAN 4 Blitar lies in the use of Task-Based Language Teaching (TBLT) for teaching writing in the 10th grade, tailored to the students' problems and interests. In this section, the researcher presents data on the planning of English teaching using the TBLT method in the 10th grade at SMAN 4 Blitar.

The 10th-grade students at SMAN 4 Blitar have varying levels of understanding and interests. Therefore, the teacher must plan English teaching

according to the students' levels of difficulty. Consequently, the planning of English teaching is adjusted to the problems faced by the 10th-grade students using the TBLT method. An interview with Ady Sucipto S. Pd on May 23, 2024, revealed that the planning of writing lessons considers the students' problems.

> "The challenges at SMAN 4 Blitar include the lack of student motivation for active participation and technical constraints such as limited facilities and technology. We address this by improving facilities and providing motivation to students." (INT06, Mr. Sucipto S.Pd, May 23th, 2024, at 10:00-11:00 a.m.)

The 10th-grade English students have a low interest in English and lack motivation to work on writing independently. The misuse of evolving technology is one of the factors. Mr. Andreas on May 20, 2024, stated that

> "In general, the interest of students in writing assignments at SMAN 4 Blitar is low. In writing lessons, students often struggle to find ideas and express them due to grammar issues. Ironically, technology makes them lazy and less motivated to learn independently. Many use Google Translate or copy-paste articles from the internet. I warn them, although I know it happens secretly. The use of AI is also a challenge because it is difficult to trace, but based on intuition and a sudden improvement in student performance, I can suspect they did not do the work themselves. This does not support real learning." (INT01, Andreas M. Pd, May 20th, 2024, at 09:00-10:00 a.m.)

The lack of student interest and motivation is caused by students who have difficulty generating ideas and grammar due to lack of practice writing in English. This was expressed by Esa, a class 10 student at SMAN 4 Blitar

> “Problems with writing in English often stem from lack of practice, difficulty generating ideas, and difficulty with tenses.” (INT04, Esa, 20 May 2024, 12.00-12.30 p.m)

Another problem is related to students' perception of English as a difficult subject because English is considered a foreign language that is not spoken in everyday language so it is not easy to understand as stated by Raisa on May 20 2024 that

> "The main problem is a lack of interest. I'm not very interested in English because it's difficult to understand as a foreign language." (INT05, Raisa, 20 May 2024, 12.00-12.30 p.m)

Writing instruction in English is considered difficult because students are not accustomed to it. However, with the tasks and projects assigned by teachers, this challenge can be mitigated, especially through collaborative learning. Consequently, writing instruction can enhance students' motivation and interest. This sentiment is echoed by Ramadhani, a tenth-grade student, on May 20, 2024, who stated

> "Writing in English is quite difficult because we are not used to it. However, when given tasks or projects, it turns out to be quite helpful, especially if there is a discussion. So, even though it feels challenging at first, this method makes the learning process more varied and enjoyable." (INT02, Ramadhani, May 20, 2024, 12:00-12:30 p.m)

Based on the lack of interest and motivation among students, teachers design lesson plans using Task-Based Language Teaching (TBLT) for writing lessons in the 10th grade through projects or assignments that require student creativity and are connected to real-life issues. Mr. Andreas on May 20, 2024, stated that

> "At SMAN 4 Blitar, we use Task-Based Language Teaching (TBLT) and Project-Based Learning for writing lessons. The TBLT method is designed to make students active and engaged with writing tasks relevant to daily life, such as writing official emails, reports, articles, or short stories. Meanwhile, Project-Based Learning challenges students to write creatively and critically through projects like short stories, articles, essays, or blogs. These projects are often related to topics relevant to their lives or global issues, so students can see the connection between their writing and the real world." (INT01, Andreas M. Pd, May 20th, 2024, at 09:00-10:00 a.m.)

The planning designed using Task-Based Language Teaching helps improve students' understanding of writing lessons in the 10th grade at SMAN 4 Blitar. According to Esa, a 10th-grade student, on May 20, 2024, who stated that

> "We feel that the writing tasks designed by the teacher help us understand how to write well." (INT04, Esa, May 20th, 2024, at 12:00-12:30 p.m.)

The preparation of writing learning using TBLT teaching goes through several stages carried out by the teacher which includes the preparation of lesson plans, teaching materials and media as stated by Mr. Andreas on May 20 2024

> "We prepare lesson plans based on the module and start with discussions to trigger students' ideas. The writing learning process includes determining topics, designing supportive tasks, providing examples, and giving constructive feedback. We also use technology such as E-dictionaries and material articles. Class preparation includes attendance, assessment sheets, worksheets, and the material to be discussed." (INT01, Mr. Andreas M. Pd, May 20th, 2024, at 09:00-10:00 p.m.)

In the design of learning media for students, a variety of resources are utilized, encompassing both digital and traditional media. The use of digital media in writing instruction involves teachers preparing materials and resources from various online sources, including websites, articles, and engaging videos. As Raisa stated on May 20, 2024 that

> "Sometimes we use dictionaries or online resources through shared links. In writing instruction, teachers often use dictionaries to help students understand word meanings and grammar. Additionally, teachers utilize online materials such as articles or videos as examples for students. For instance, when teachers provide links, they usually lead to sites with writing exercises or tips. This allows us to learn from various sources and improve our writing. Teachers also frequently search for additional references from blogs or educational sites to make the lessons more interesting and useful." (INT05, Raisa, May 20, 2024, 12:00-12:30 p.m.)

On the other hand, traditional media planning involves using textbooks integrated with digital media, which include scan barcodes that can display various instructional materials. As Risma mentioned on May 20, 2024, that

> "Typically, we use books with scan codes. After scanning, these books can display videos or audio related to the material. This facilitates a more

> interactive and informative learning experience." (INT03, Risma, May 20, 2024, 12:00-12:30 p.m.)

Teacher preparation regarding writing learning in designing teaching materials using several forms of material as stated by Ramadhani on May 20 2024

> "Mr. Andre also brings teaching materials such as textbooks and student worksheets, and often presents example texts that match the lesson content. He usually explains the material first before outlining the tasks we need to complete." (INT02, Ramadhani, May 20th, 2024, at 12:00-12:30 p.m.)

Writing learning planning also receives support and supervision from the school principal through teacher training, monitoring the preparation of lesson plans and teacher coordination regarding planning the implementation of task-based writing teaching as stated by Mr. Ady Sucipto on May 23, 2024 that

> "Our teachers have received special training to apply writing learning methods through workshops and regular training sessions. We support the implementation of task-based learning in the classroom by helping monitor teachers in designing lesson plans, providing facilities and resources, and providing regular feedback We also actively coordinate with teachers to ensure that writing learning planning runs smoothly and effectively, with the aim of implementing task and project-based methods to the maximum benefit of students." (INT06, Mr. Ady Sucipto S. Pd, May 23th, 2024, at 10:00-11:00 a.m.)

Non-participatory observation of class preparations on May 20 2024 showed that the teacher prepared a lesson plan for class 10 material that would be taught in class. The learning plan is adapted to the independent curriculum, learning objective flow (ATP) and also a task and project-based teaching model where learning is student-centered which aims to encourage students to be active. The teacher prepares teaching materials in the writing learning process through examples of relevant texts in cracked story material to arouse students' interest, designs assignments for students, prepares additional learning resources such as E-dictionaries or via web links, and continues to design writing assessment rubrics

to evaluate student assignments. (Obs01,SMAN4, May 20th, 2024, from 10.40 a.m to 12.00 p.m).

The documents used in planning teaching learning by teachers consist of several learning tools starting from the use of the Learning Objectives Flow (ATP) in writing and presenting achievement for class 10 which contains students writing types of fiction and non-fiction texts through several stages until students convey their ideas and their writing in presentations. So that from the ATP document the teacher can plan learning in class. (Dok01, ATP, SMAN 4 Blitar).

Based on the Learning Objectives Flow (ATP) document, teachers begin to design lesson plans that are tailored to student learning outcomes and integrated with the student-centered independent curriculum. (Dok02, Modul Ajar, SMAN 4 Blitar). Documentation also consists of teachers who design and prepare teaching materials through the fractured story material website for planning teaching materials for writing for grade 10. (Dok03, Website, SMAN 4 Blitar).

Table 4.1: Check List Matrix of Preparation 1

No	Phenomenon
1.	Students have different levels of understanding and different interests
2.	Low and lack of student motivation to do writing independently.
3.	Misuse of developing technology by simply copying and pasting text or using AI in writing learning.
4.	Students have difficulty in determining ideas, grammar, and students' lack of understanding of English lessons is considered difficult.
5.	Teachers engage in professional development through workshops and supervision by the school principal.
6.	The teacher designs the preparation by using Task-Based Language Teaching (TBLT) in writing instruction through assignments, writing projects that hone student creativity and evaluation rubric.
7.	Teachers design learning plans (RPP/teaching modules) using task-based and project-based approaches that are aligned with ATP.
8.	Designing writing learning using TBLT improves students' understanding and activeness

9.	The teacher determines the trigger topic in writing learning which is adapted to the material.
10.	Teachers design student assignments in writing learning by including elements of collaboration in the assignments.
11.	Students' interest in writing increases with collaborative learning.
12.	The teacher prepares examples of texts related to writing learning
13.	The teacher prepares additional learning media in the form of an E-dictionary and material articles on digital media.
14.	The use of media provided by teachers improves the improvement of students' writing in writing lessons.

This table is adapted from Miles, Huberman, and Saldana (2023:143)

2. Focus 2: The Teacher Implementation of the Task-Based language Teaching method in Writing Learning Process in 10th grade of SMAN 4 Blitar.

Based on the planned activities, the teacher carries out classroom learning for the Cracked Stories chapter using Task-Based Language Teaching (TBLT). In this method, the teacher gives assignments or writing projects to students in groups so that the teacher divides groups of students to carry out discussions and work on assignments as stated by Mr. Andreas on May 20 2024,

> "Project/assignment-based learning is usually carried out collaboratively, with groups of at least 2 to 6 students. In larger groups, teachers can identify active and inactive students." (INT01, Mr. Andreas M. Pd, 20 May 2024, 09.00-10.00)

The group assignments given by the teacher help improve students' understanding of writing. This is supported by an interview with one of the female students named Ramadhani on May 20 2024 who stated,

> "Groups usually consist of 2 to 4 students. This method increases understanding due to interaction and sharing of information between group members." (INT02, Ramadhani, 20 May 2024, 12.00-12.30 p.m)

Group writing lessons are also often carried out in small groups which helps students to provide feedback to each other. Risma expressed this in an interview on May 20 2024 that

> "Yes, yes, groups of two until four are given assignments. We often work together in small groups to complete writing assignments. This helps us to exchange ideas, learn from each other, and improve our writing skills through feedback from friends." (INT03, Risma, 20 May 2024, 12.00-12.30 p.m)

Working on assignments and discussions in groups increases student motivation because it facilitates students to exchange ideas with their group members in an interactive and fun way, making it easier for students to understand the material as stated by Esa on May 20 2024 that

> "In groups, the four of us are given assignments. If we are in groups, it is more fun and we can share ideas and opinions. Apart from that, it becomes easier for us to understand the material because we can learn from friends. Group work also makes the learning atmosphere more fun and interactive, so we don't get bored quickly" (INT04, Esa, 20 May 2024, 12.00-12.30 p.m)

The implementation of writing learning through assignment and project-based TBLT in class 10 follows several procedures designed by the teacher. As stated by Mr Andreas in an interview on May 20 2024,

> “The writing procedure begins by providing topics and examples to students. The process includes drafting, creating short paragraphs, and writing a complete essay. Students start by creating a draft and consulting on the draft. At the end of the semester, the final assignment will be a complete article that is completed based on the previous draft." (INT01, Mr. Andreas M. Pd, 20 May 2024, 09.00-10.00)

Based on the procedures for implementing task-based writing learning, students are guided through their assignments during class time, and the assignments are then presented. On May 20, 2024, Ramadhani stated in an interview,

> "Mr. Andre usually starts the class with greetings and attendance, then explains the material to be presented after providing a trigger. He brings teaching materials such as books or worksheets and often displays relevant text examples. After explaining the material, Mr. Andre assigns tasks, such as writing a short story in stages, along with guidelines for completing them. During the task, the teacher is always available to help if anyone has difficulties. Once the tasks are finished, students present or discuss in front of the class, where they receive feedback from the teacher to understand their mistakes and correct answers." (INT02, Ramadhani, 20 May 2024, 12.00-12.30 p.m)

The writing learning process is adapted to the writing learning plan where students read an example story text then the teacher asks students to design a new text using a similar theme which improves students' writing skills as per the results of an interview with Esa on May 20 2024, namely as follows

> "It depends on the material. If the worksheet asks you to do questions, then do the questions. If you are told to read a story, then read the story. And we have also been asked to make a text. For example, after reading a story, we can be asked to rewrite it or make a new text with a similar theme. This helps us understand the material better and improve writing skills." (INT04, Esa, 20 May 2024, 12.00-12.30 p.m)

In the writing process, students also make presentations in front of the class regarding the results of their own writing, as stated by Raisa on May 20 2024 that

> "On the project, we were told to write a text like the example of a self-introduction, and then deliver it directly in front of the class like a presentation. This made us have to practice public speaking and improve our English skills, even though it felt challenging and nervous at first." (INT05, Raisa, 20 May 2024, 12.00-12.30 p.m)

Through the presentation process, students receive feedback from the teacher regarding the evaluation of their writing results which is carried out directly, as stated by the principal of SMAN 4 Blitar, Mr. Ady Sucipto, on May 23 2024, that

> "Teachers design assignments that are relevant to students' daily lives and facilitate the implementation of assignments in class. After assignments are

> completed, students get feedback through presentations"(INT06, Ady Sucipto S. Pd, 23 May 2024, 12.00-12.30 p.m)

Participatory observation in class on May 20 2024 during the implementation of writing learning using Task-Based Language Teaching in class 10 of SMAN 4 Blitar showed that the learning began with the teacher opening the lesson in class by greeting and greeting the students and then the teacher taking attendance. The learning process starts with the teacher presenting a trigger topic that allows students to get an idea of the material to be studied. In learning to write, the teacher conveys familiar stories, initial interactions, and explanations. The topic uses story examples such as "Malin Kundang" or "Snow White" which are related to the Fractured Story material studied in class. The teacher presents a text, then students discuss it in pairs for 15 minutes. Students compose their stories based on pieces of text for 60 minutes in groups, drafting is punctuated by a consultation process with the teacher where students then exchange drafts to get feedback in their groups before presenting the final draft. (Obs01,SMAN4, May 20th, 2024, from 10.40 a.m to 12.00 p.m). The implementation is adjusted to the required space and time arrangements, as stated by Mr. Andreas on May 20 2024 in his interview,

> “Flexible seating arrangements according to student comfort. For project/assignment based learning methods, the settings are adjusted to the assignment format (pairs, groups). Task completion times are stricter, for example 60 minutes for preparing and completing tasks. Grading is based on meeting time targets and quality of work, taking into account student characteristics and effort.” (INT01, Mr. Andreas M.Pd, 20 May 2024, 09.00-10.00 p.m)

The seating arrangements are adjusted to the group work arrangements and also the teacher's method in teaching writing which is reinforced by the statement

of one of the English students, Ramadhani, on May 20 2024, in an interview, who said,

> "The seating arrangements are usually normal, but are adjusted during group work according to Mr Andre's teaching method." (INT02, Ramadhani, 20 May 2024, 12.00-12.30 p.m)

Seating arrangements are made flexibly which helps students to carry out interactive learning and makes it easier for students to discuss when working in groups as stated by Risma on May 20 2024

> "Sometimes we sit still, sometimes when studying in groups, we sit with the group. This helps us work together, share ideas with our group of friends, and makes learning more interactive and fun." (INT03, Risma, 20 May 2024, 12.00-12.30 p.m)

Documents such as the English language book for class 10 semester 2 are used by teachers in writing learning activities as a reference for learning media materials given to students according to learning outcomes. The class 10 book contains explanations of material, questions and also student projects for writing a text. The book contains writing material assignments and projects that help students hone their writing skills (Dok04, Class 10 book, SMAN 4 Blitar).

Table 4.2: Check List Matrix of Implementation 1

No	Phenomenon
1.	The writing procedure begins with providing triggers, topics and examples to students.
2.	Assignments given by teachers through writing assignments or projects to students in groups.
3.	The seating arrangement for students in project/assignment-based learning is adjusted to the assignment format (pairs and groups).
4.	Students are directed by the teacher to conduct discussions in class regarding text examples provided by the teacher.
5.	The process of implementing writing learning involves students drafting, creating short paragraphs, and continuing with writing a full essay.
6.	The teacher monitors while students prepare their writing draft.
7.	Students exchange drafts before presenting their writing results.
8.	Learning through group assignments given by the teacher helps students improve their understanding and helps students to exchange their ideas to each other in writing learning.

This table is adapted from Miles, Huberman, and Saldana (2023:143)

Table 4.3: Role Order Matrix Implementation 1

No	Teacher	Students
	The teacher gives students questions and trigger images related to the fractured story chapter material in the narrative text discussion	Students mention several narrative text titles and brief contents of the story
	The teacher divides students into small groups	Students form small groups
	The teacher provides examples of narrative texts and fracture stories to discuss	Students discuss the text in groups
	The teacher instructs students to design their creative stories in groups by compiling a draft first	Students begin to determine the topic, title and compile their story drafts according to the teacher's instructions
	The teacher monitors students during drafting	Students consult their writing drafts with the teacher
	The teacher asks students to exchange their drafts with other students to give each other feedback	Students exchange their drafts and give each other their suggestions for other students.

This table is adapted from Miles, Huberman, and Saldana (2023:156)

3. Focus 3: The Evalution of the use of Task-Based Language Teaching (TBLT) in the writing learning for 10th grade students at of SMAN 4 Blitar

Evaluation through Task-Based Language Teaching (TBLT) in writing instruction for 10th-grade students can be conducted both during and after the implementation of the writing procedure by the teacher. Teachers begin the evaluation in class when students consult their writing drafts. At this stage, students are given the opportunity to receive direct feedback from the teacher on their drafts. Teachers also conduct continuous assessment during the learning process, including monitoring students' progress in completing assigned tasks and their ability to connect projects or tasks with real-life issues. This evaluation is not limited to the final writing product but also encompasses critical thinking, creativity, and the ability to apply learned concepts. Thus, this evaluation becomes more comprehensive and provides a deeper insight into students' development and

achievements in task-based writing instruction, as expressed by Mr. Andreas on May 20, 2024, in an interview.

> "Evaluation is carried out both during the writing consultation process and after the final product is submitted. During consultations, evaluations are conducted directly. After tasks are collected, common errors are explained in class generally because it is not feasible to provide individual feedback to all students within the limited time. The final evaluation includes explaining errors in class and suggestions for improvements that students should make in the future" (INT01, Mr. Andreas M. Pd May 20th, 2024, at 09:00-10:00 p.m.)

Evaluation activities are conducted during the learning session in the consultation session, as expressed by a 10th-grade student named Risma in an interview on May 20, 2024.

> "Evaluation begins during the writing process, where students can consult directly with the teacher and receive immediate explanations" (INT03, Risma May 20th, 2024, at 12:00-12:30 p.m.)

Evaluation activities continue with comprehensive feedback to students in class, focusing on errors relevant to all students due to time constraints in the learning process, as expressed by Ramadhani on May 20, 2024.

> "After tasks are collected, the teacher explains common errors to the entire class. Due to time constraints, feedback is not given individually but rather focuses on errors relevant to all students" (INT02, Ramadhani May 20th, 2024, at 12:00-12:30 p.m.)

The evaluation stage is carried out continuously until the student completes the writing project so that the teacher can provide general corrections to the student's weaknesses that need to be corrected. This was stated by Raisa in an interview on May 20 2024

> "Mr. Andreas' evaluation process is gradual and continuous. Even during writing consultations, there is a direct evaluation. After the final product is collected, he usually explains common mistakes in class. Because it's not possible to do it one by one, he mentions several names to meet. Mr. Andreas also often tells us about general weaknesses that need to be corrected, especially for those of us in grade 10." (INT05, Raisa May 20th, 2024, at 12:00-12:30 p.m.).

Assessment is carried out during the evaluation process of students regarding the results of students' work in their written work which is adjusted to several criteria. Mr Andreas added in the interview on May 20 2024 that

> "Assessment is based on achieving target time and quality of work, as well as taking into account student characteristics and efforts" (INT01, Mr. Andreas M. Pd May 20th, 2024, at 09:00-10:00 p.m.)

Based on the applied evaluation, the school principal as a supervisor confirmed a significant improvement in students' writing skills, including idea organization, grammar, and writing creativity. This was stated by the principal of SMAN 4 Blitar, Mr. Ady Sucipto S. Pd, on May 23, 2024.

> “Various evaluation methods are used to assess teaching effectiveness, including written tests, task assessments, and direct classroom observation. The evaluation shows a significant improvement in students' writing skills, such as the ability to organize ideas, use correct grammar, and creativity in writing (INT06, Mr. Ady Sucipto S. pd May 23th, 2024, at 09:00-10:00 a.m.)

Participatory observations carried out on May 20 2024 in class showed that the evaluation included the teacher providing consultation time for students so that the teacher corrected students' mistakes in writing lessons and provided suggestions for improvement. After that, the students complete the draft paragraph that has been prepared so that they present the results of their draft in front of the class according to the results of the writing they have written, while the teacher provides feedback to all students after they present the finished text draft to the teacher. The teacher also conveys the students' general concerns after the presentation session. So that students improve their draft writing to complete the writing as a whole. The teacher assesses student drafts based on rubrics and writing categories, which is then followed by student reflection on the material taught. (Obs01,SMAN4, May 20th, 2024, from 10.40 a.m to 12.00 p.m).

Based on the documents used for evaluation, teachers use class assessment rubrics and assessment books in evaluation practices. Student worksheets are needed to find out the results of evaluating students' learning outcomes in writing material. The evaluation showed a significant improvement in students' writing skills, such as the ability to organize ideas, use correct grammar, and creativity in writing (Doc05, Assessment Rubric, SMAN 4 Blitar). In this process, the teacher also uses an assessment sheet which is used to collect student evaluation results. (Doc06, Assessment Rubric, SMAN 4 Blitar).

Table 4.4: Check List Matrix of Evaluation 1

No	Phenomenon
1.	The teacher begins the evaluation in class when students consult the writing draft.
2.	Students get the direct feedback from the teacher regarding their writing drafts.
3.	Students present the results of their writing work while the teacher provides an evaluation after the presentation process is completed generally to all students
4.	Teachers also carry out ongoing assessments during the learning process in accordance with the rubric and assessment criteria.
5.	Evaluations show significant improvements in students' writing skills, such as the ability to organize ideas, use correct grammar, and creativity in writing.

This table is adapted from Miles, Huberman, and Saldana (2023:143)

4. Focus 4 : The follow up the evaluation result of the using Task-Based Language Teaching (TBLT) in SMAN 4 Blitar in improving students' writing skill

The teacher follows up after conducting the writing evaluation in class. Based on the evaluation results obtained by the students, the teacher uses this data to provide individual assessments in accordance with graduation standards, identify students' weaknesses, and implement differentiated learning, as expressed by Mr. Andreas on May 20, 2024, in an interview.

> "After obtaining the evaluation results, the data is used to provide individual assessments and adjust students' writing graduation

> standards. Each student's weaknesses are identified, and differentiated learning is applied so that graduation standards are tailored to students' abilities. Students are not forced to can write if they do not meet the appropriate standards." (INT01, Mr. Andreas M. Pd, May 20th, 2024, at 10:00-11:00 p.m.)

In the process of following up on student evaluation results, teachers adjust student graduation standards according to student abilities so that students are not forced if they do not meet the standards but are still given remedial to meet the standards as stated by Ramadhani on May 20 2024, that

> "Mr. Andreas usually provides individual and group assessments. Weaknesses of each student are differentiated learning is applied. So, passing standards are adjusted to the student's abilities. We are not forced to can write if we do not meet the appropriate standards, but given remedial." (INT02, Ramadhani May 20th, 2024, at 12:00-12:30 p.m.).

Then the follow-up process on the evaluation results is used to determine the method that suits the students' needs. This was also expressed by class 10 student Risma on May 20 2024

> "Mr. Andreas carries out an evaluation and then gives an individual assessment based on the results. He identifies each of our weaknesses and applies learning methods that suit our needs. The passing standards are adjusted to our abilities, process and remedial if we don’t meet the standards." (INT03, Risma May 20th, 2024, at 12:00-12:30 p.m.).

The follow-up process is carried out flexibly according to students' needs and weaknesses, however teachers give additional assignments to students as stated by Esa on May 20 2024

> "After the evaluation, Mr. Andreas assesses us individually and adjusts the passing standards based on the results. He looks at each student's weaknesses and applies different learning according to their individual needs. We are not forced to always can write in if we don't meet the appropriate standards but teacher always practice us, so the learning is more flexible. However, sometimes teachers are given additional assignments if they do not meet the standards." (INT04, Esa May 20th, 2024, at 12:00-12:30 p.m.).

The evaluation results are followed up through discussions that address the students' evaluation outcomes to find solutions to problems that arise based on the evaluation results. Additionally, student discussion forums are also held to resolve issues related to writing instruction which was state by the principal of SMAN 4 Blitar, namely Mr. Ady Sucipto on May 23, 2024 that

> "After the evaluation, meetings are held with the teacher to discuss the results and find solutions to the challenges that arise. Further training is provided if necessary, and students' progress is continuously monitored and documented. Discussion forums with students are also held to gather feedback on the learning process." (INT06, Mr. Ady Sucipto S. Pd May 23th, 2024, at 10:00-11:00 a.m.)

Participatory observation carried out on May 20 2024 regarding the follow-up to the evaluation results found that the teacher identified and analyzed students' weaknesses through worksheets on the writing material "Cracked Stories". Teachers identify student scores from students who have met the standards and also those who have not met the standards. Furthermore, based on these results, the teacher gives additional assignments to students who have not met the passing standards for learning writing. Meanwhile, teachers continue to provide improvements to students according to the results of evaluation analyzes regarding student weaknesses in learning to write and monitor students' writing progress through follow-up assignments. (Obs01,SMAN4, May 20th, 2024, from 10.40 a.m to 12.00 p.m).

The evaluation results follow-up process document links LKS and grade books as a reference for follow-up analysis of student weaknesses and determining students' kkm scores. Through LKS, student writing results can be seen at the level of student ability and used to analyze individual and overall weaknesses. Through student worksheets, the teacher checks grammar, the

development of students' ideas and students' creativity in writing. Then, the grade book is used to identify students who have not met the graduation standards according to the grades of the students' writing drafts so that teachers can adjust the assignment of additional assignments to students who have not met the standards. (Dok04-06, LKS and Grade Book, SMAN 4 Blitar)

Table 4.5: Check List Matrix of Follow-Up 1

No	Phenomenon
1	The teacher follows up on student evaluation results by analyzing the results of student worksheets and student grades.
2	Teachers identify the results of student evaluation analysis to determine student weaknesses and student achievement of graduation standards
3	The identification results are used by teachers to find students who have not met graduation standards
4	Teachers hold discussions with supervisors regarding student problems
5	The teacher provides follow-up in the form of providing additional assignments

This table is adapted from Miles, Huberman, and Saldana (2023:143)

B. FINDINGS

This section is specifically intended to present the findings obtained from the analysis of each data unit presented above. Each unit of analysis discussed in detail based on data that has been collected and presented previously, thus providing a clear and comprehensive picture of the research results.

1. Focus 1: The Teacher's Preparation of The Using Task-Based Language Teaching In The 10th Grade at SMAN 4 Blitar

The planning of writing instruction using Task-Based Language Teaching (TBLT) in grade 10 at SMAN 4 Blitar involves a process consisting of several stages as follows: Firstly, the teacher identifies differences in students' levels of understanding and interest in writing instruction. Secondly, they classify the

problems students encounter in writing. Thirdly, teachers design preparations using Task-Based Language Teaching (TBLT). Fourthly, they develop task-based or project-based learning plans (RPP/teaching modules) that align with the Annual Teaching Plan (ATP). Fifthly, the teacher determines trigger topics in writing instruction that are adapted to the material. Sixthly, teachers design student assignments through group tasks and projects. Seventhly, they prepare examples of texts related to writing instruction. Eighthly, the teacher prepares additional learning media, including an e-dictionary and materials for writing articles. Lastly, the teacher designs the assessment rubric. yang benar pakai first atau firstly

The planning process is carried out systematically in which analysis of students' problems in learning writing is carried out in order to prepare what students are interested in and need in learning writing in class. Through identifying student problems, teachers can adjust the planning needed for learning writing. Then the teacher designs a group assignment-based learning plan and writing project which consists of determining a trigger topic, designing a writing assignment, preparing examples of texts used for learning to write and preparing digital media.

2. Focus 2: The Teacher Implementation of the Task-Based langiage Teaching method in Writing Learning Process in 10th grade of SMAN 4 Blitar.

The implementation of writing instruction through Task-Based Language Teaching (TBLT) in grade 10 at SMAN 4 Blitar involves the following process: Firstly, the writing learning procedure begins with the teacher activating students'

prior knowledge related to the material to be discussed. Secondly, the teacher divides students into groups. Thirdly, students engage in discussions within their groups about the text examples provided by the teacher. Fourthly, students are given assignments or projects that include topics and examples of text. Fifthly, students work on their writing assignments by drafting short paragraphs, which will be developed into complete essays. Sixthly, the teacher monitors the drafts created by students. Lastly, students exchange drafts before presenting their written results.

The implementation of writing instruction through Task-Based Language Teaching (TBLT) involves several stages. The process begins with the provision of topics and sample texts to the students. After that, students are divided into several groups to receive specific tasks or projects. These groups then hold discussions in class about the sample texts provided by the teacher. Students complete the writing tasks by drafting short paragraphs, which will later be developed into complete compositions. The teacher monitors the drafts created by the students and provides necessary feedback. Finally, students exchange drafts before presenting their written work. This process ensures that each stage of writing instruction is conducted collaboratively and systematically, enhancing students' understanding and writing skills.

3. Focus 3: The Evalution of the use of Task-Based Language Teaching (TBLT) in the writing learning for 10th grade students at of SMAN 4 Blitar

The evaluation of writing in grade 10 at SMAN 4 Blitar is carried out through several stages, as follows: Firstly, the evaluation begins in class when students

consult with the teacher about their writing plans. Secondly, the teacher provides direct feedback during these consultations on the drafts students have created. Thirdly, students present the results of their writing work, and the teacher gives a general evaluation to all students once the presentation process is complete. Lastly, the teacher conducts continuous assessment throughout the learning process in accordance with the rubric and assessment criteria.

The evaluation of writing instruction is conducted through several structured stages. First, the evaluation begins in class when students consult on their writing plans. Second, the teacher provides direct feedback when students consult about the drafts they have created. Third, students present the results of their writing work, and the teacher provides a general evaluation to all students after the presentation process is completed. Finally, the teacher conducts continuous assessment during the learning process according to the established rubric and assessment criteria. This process ensures that the evaluation is comprehensive and ongoing, giving students the opportunity to improve and develop their writing skills.

4. Focus 4: The follow up the evaluation result of the using Task-Based Language Teaching (TBLT) in SMAN 4 Blitar in improving students' writing skill

The follow-up to the evaluation results in grade 10 at SMAN 4 Blitar is conducted as follows: Firstly, the teacher follows up on the results of student evaluations by analyzing student worksheets and grades. Secondly, the teacher identifies findings from this analysis to determine student weaknesses and assess the achievement of graduation standards. Thirdly, the teacher holds discussions

with supervisors regarding student issues. Lastly, the teacher provides follow-up by assigning additional tasks or remedial work.

The follow-up to the evaluation results in grade 10 at SMAN 4 Blitar is conducted through several steps. First, the teacher follows up on the results of student evaluations by analyzing the results of student worksheets and student grades. Second, the teacher identifies the results of the evaluation analysis to determine student weaknesses and student achievement of graduation standards. Third, the teacher holds discussions with supervisors regarding student problems. Finally, the teacher provides follow-up in the form of additional assignments. These steps aim to ensure that each student receives the necessary attention to improve their weaknesses and achieve the established graduation standards.

5. Wholistic Finding

Considering the comprehensive findings from Focus 1 through Focus 4, the results can be integrated into the following models. These models offer a holistic view by combining insights from each focus area, providing a structured framework that reflects the overall findings and how they interrelate.

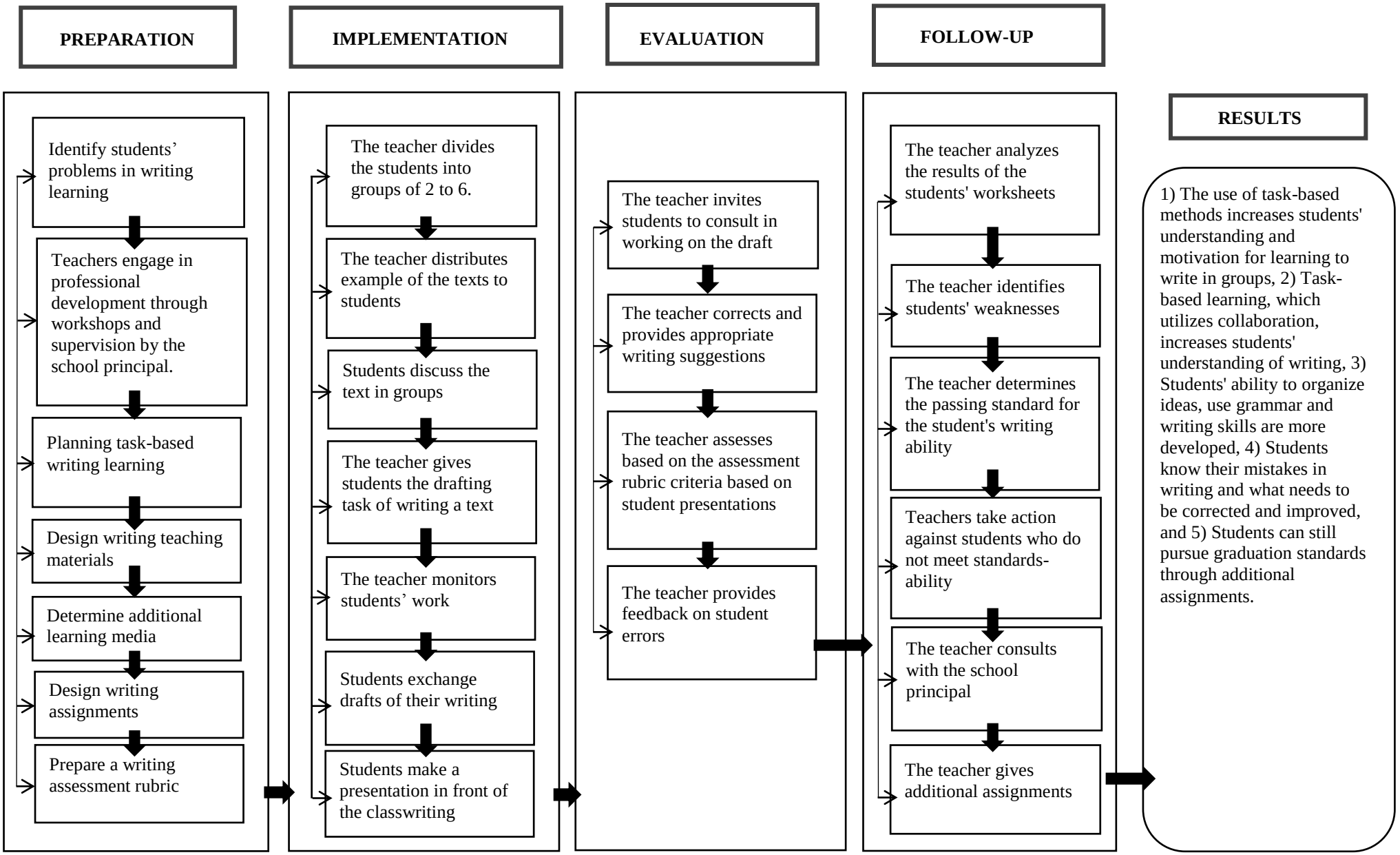


Figure 4.5: Instruction Model of Task-based language teaching for writing learning 1

6. Preposition

Based on the comprehensive analysis of the findings and the development of the model, the researcher proceeded to formulate and articulate a series of propositions, which are outlined as follows.

Given X, Then Y will follow (If…….then…….)

1) If the teacher designs a task-based learning plan (TBLT), then it increases students' understanding.
2) If students work in groups, then students' interest increases.
3) If the teacher prepares a learning plan based on the learning objective flow (ATP) and uses a task-based and project-based learning model, then learning will be more student-centered with the aim of encouraging students to be more active.
4) If the teacher gives students writing assignments or projects in groups, then students' understanding of writing will increase through discussion and collaboration.
5) If the teacher prepares sample texts related to teaching writing, then students will have clear and concrete references to develop their writing.
6) If the teacher provides additional learning media such as E-dictionary and digital articles, then students can more easily understand the material and complete writing assignments.
7) If the teacher begins the writing learning procedure by triggering students' knowledge related to the material to be discussed, then students will be more prepared and involved in learning.

8) If students are given assignments or projects with topics and sample texts, then they can understand and develop their writing skills through direct practice.

9) If the teacher monitors the drafts made by the students and provides necessary feedback, then the students can correct their mistakes and produce better writing.

10) If the students present their writing results and the teacher provides a general evaluation after the presentation, then all students will gain insight into the strengths and weaknesses of their writing.

11) If the teacher uses rubrics and assessment criteria set during the assessment process, then the evaluation can be conducted objectively and in a structured manner.

12) If the evaluation is conducted continuously during the learning process, then the students will have continuous opportunities to improve and develop their writing skills.

13) If the teacher identifies the students' weaknesses from the evaluation results, then the teacher can design additional specific learning strategies to improve those weaknesses.

14) If the teacher gives additional assignments as a follow-up, then the students will have more opportunities to practice and master the necessary writing skills.

C. Discussion

In the discussion section, the researcher analyzes findings from field observations, interviews, and document analysis to develop a Task-Based Language Learning (TBLT) teaching model for writing instruction in 10th-grade students at SMAN 4 Blitar. The research findings indicate that teacher preparation begins with identifying students' interests and understanding to tailor the learning content. The teacher then classifies writing issues, designs TBLT planning, and develops task-based and project-based learning. Subsequently, the teacher selects appropriate trigger topics, designs group assignments, provides text examples, uses both digital and non-digital learning media, and creates assessment rubrics to evaluate students' learning outcomes. These findings can be related to David Nunan's (2004) theory of Task-Based Language Teaching (TBLT). Nunan emphasizes that TBLT requires identifying students' understanding and interests as an initial step to ensure that the designed tasks are relevant and meet students' needs. He also explains the importance of classifying students' problems to design effective tasks. The process of designing preparation using TBLT and developing task-based or project-based learning plans must align with curricular goals, reflecting the principle that tasks should be integrated with learning objectives. Selecting relevant trigger topics and designing student tasks through group activities follow Nunan's approach, which promotes authentic and collaborative learning. Additionally, preparing text examples and supplementary learning media aligns with the importance of scaffolding in TBLT. Designing assessment rubrics that are aligned with the tasks is crucial for evaluating the learning process and outcomes, in accordance with Nunan's assessment principles. Overall, these

findings demonstrate the application of TBLT principles consistent with Nunan's theory.

In the implementation of Task-Based Language Teaching, based on the research findings, the learning process begins with the teacher activating students' prior knowledge about the material to be discussed. Next, the teacher divides the students into several groups and asks them to discuss the provided sample texts. Students are then given group tasks or projects to write, starting with creating drafts of short paragraphs that will be developed into complete essays. Afterward, the teacher monitors the drafts created by the students, and the students exchange drafts before presenting their final writings. These findings can be linked to the theory of Willis and Willis (2007) on Task-Based Language Teaching. Willis and Willis propose that the TBLT process should start with activating students' prior knowledge about the material to be learned, which aligns with the initial step of the study where the teacher starts by activating students' prior knowledge. They also emphasize the importance of group-based learning and text discussion, which supports collaborative and interactive learning. The assignment or group project involving draft creation and development into a full essay reflects the TBLT principles of using authentic and progressive tasks. Additionally, the monitoring of drafts by the teacher and the exchange of drafts among students before presentation are consistent with Willis and Willis's approach, which highlights the importance of continuous feedback and revision as integral parts of the learning process. Overall, these findings reflect the TBLT principles outlined by Willis and Willis, emphasizing the importance of active engagement, feedback, and collaboration in the learning process.

In the evaluation process for 10th-grade students at SMAN 4 Blitar, writing assessment is carried out in several stages. The evaluation begins when students consult with the teacher about their writing plans, during which the teacher provides direct feedback. After students present their written work, the teacher provides general feedback to the entire class. Additionally, the teacher conducts ongoing assessment throughout the learning process in accordance with established rubrics and assessment criteria. These findings can be linked to Black and Wiliam's (1998) theory of Formative Assessment. Black and Wiliam emphasize that formative assessment should involve several key steps, including providing direct feedback to students during the learning process, using ongoing evaluation that reflects students' progress over time, and giving general feedback after presentations to inform the entire class. They also highlight the importance of continuous assessment aligned with rubrics and criteria to help students understand areas for improvement and track their development. The overall assessment process reflects the principles of formative assessment outlined by Black and Wiliam, emphasizing constructive feedback and ongoing assessment as integral parts of the learning process.

In the follow-up stage at SMAN 4 Blitar, teachers address the results of student evaluations by analyzing worksheets and grades. The teacher then identifies findings from this analysis to determine students' weaknesses and their achievement of graduation standards. Discussions with supervisors about the issues faced by students are also conducted. Based on the results of these discussions and analyses, the teacher provides follow-up actions, such as additional assignments or remedial work, to help students address deficiencies and

meet the expected standards. These findings can be linked to John Hattie and Helen Timperley's (2007) theory of The Power of Feedback. Hattie and Timperley emphasize the importance of analyzing evaluation results to understand students' strengths and weaknesses and identifying findings to improve the learning process. They also highlight the need for discussions with relevant parties, such as supervisors, to address students' issues and develop improvement strategies. Additionally, providing follow-up actions such as additional assignments or remedial work, based on analysis and discussion, aligns with Hattie and Timperley's principle that feedback should be specific and aimed at helping students correct deficiencies and meet expected standards. This overall approach reflects the principles of effective feedback in supporting student learning improvement, consistent with the theory outlined by Hattie and Timperley.

The conclusion underscores that the implementation of Task-Based Language Teaching (TBLT) in writing instruction at SMAN 4 Blitar is designed to elevate learning effectiveness. This is achieved by identifying students' interests and comprehension levels, followed by the design of relevant tasks, and the application of teaching methods that incorporate prior knowledge activation, collaborative group work, and constructive feedback. The evaluation process is comprehensive, encompassing direct feedback, general assessments, and ongoing evaluation against set rubrics. Subsequent actions, like additional assignments or remedial work, are determined based on a thorough analysis of the evaluation results and discussions with supervisors. This multifaceted approach aims to boost student engagement, guarantee the relevance of tasks, and support continuous improvement in the learning process, which aligns with the fundamental

principles of TBLT and formative assessment theories. Ultimately, the successful integration of TBLT at SMAN 4 Blitar promises to foster a more dynamic, engaging, and effective learning environment for writing instruction.

CHAPTER V

CONCLUSION AND RECOMMENDATION

Chapter Five of this thesis consists of the conclusion and the discussion of the recommendations. In this chapter, the main findings of the research are summarized, and their implications are discussed. Recommendations for future research and practical applications are also provided, offering guidance for educators, policymakers, and researcher interested in the implementation of Task-Based Language Teaching (TBLT) techniques.

A. Conclusion

This research has demonstrated that the implementation of Task-Based Language Teaching (TBLT) at SMAN 4 Blitar significantly improves students' writing skills. The study observed that continuous evaluation and constructive feedback play crucial roles in identifying students' learning needs and providing the necessary support. The involvement of multiple stakeholders, including teachers, students, and parents, has been instrumental in achieving positive learning outcomes.

Preparation for learning at SMAN 4 Blitar is carried out through various stages, such as:

1. **Focus 1 : The Teacher's Preparation of The Using Task-Based Language Teaching In The 10th Grade at SMAN 4 Blitar :** Teachers at SMAN 4 Blitar meticulously prepared for writing instruction by analyzing students' needs and interests. The first step in this preparation involved identifying the

differences in students' understanding and interests in writing. Teachers then classified the problems students faced in writing, such as difficulties in idea development or sentence structure. With a deep understanding of students' needs, teachers could plan task-based instruction that was more relevant and effective. This preparation not only helped tailor the instructional materials to students' abilities but also boosted students' motivation as they felt more valued and understood.

2. **Focus 02: The Teacher Implementation of the Task-Based langiage Teaching method in Writing Learning Process in 10th grade of SMAN 4 Blitar :** The implementation of writing instruction through TBLT at SMAN 4 Blitar involved various stages designed to enhance student engagement and comprehension. The process began by activating students' prior knowledge related to the topic to be discussed. This activity helped students connect new knowledge with their previous experiences. Subsequently, students were divided into small groups for discussions and collaborative tasks. This grouping not only facilitated cooperation among students but also allowed them to learn from one another. Teachers also utilized technology in instruction, such as using writing software or online platforms for collaboration. Throughout the writing process, teachers provided continuous feedback, ensuring that each student understood and could effectively address their mistakes. This diverse implementation ensured that students remained engaged and motivated throughout the learning process.

3. **Focus 3: The Evalution of the use of Task-Based Language Teaching (TBLT) in the writing learning for 10th grade students at of SMAN 4 Blitar :** The evaluation of writing instruction through TBLT at SMAN 4 Blitar was conducted in several comprehensive stages. The first stage involved initial consultations with students about their writing plans, where teachers provided initial guidance and set clear expectations. This process helped students plan and organize their ideas better. During the writing process, students consulted with teachers about their drafts and received direct feedback. This feedback was crucial for helping students identify and correct their mistakes. The final stage of evaluation involved students presenting their work in class and receiving overall assessments from teachers. These presentations not only gave students an opportunity to showcase their work but also allowed them to learn from the feedback given by their peers and teachers. This thorough evaluation process provided a clear picture of students' abilities and progress, helping them continuously improve and develop their writing skills.
4. **Focus 4 : The follow up the evaluation result of the using Task-Based Language Teaching (TBLT) in SMAN 4 Blitar in improving students' writing skill :** Follow-up on the evaluation results at SMAN 4 Blitar was conducted through an in-depth analysis of students' worksheets and grades. Teachers then identified students' weaknesses based on the evaluation results and determined the necessary steps to address those weaknesses. For instance, if a student had difficulty developing ideas in writing, the teacher might provide additional exercises focused on brainstorming and idea development.

Discussions with supervisors regarding students' problems were also conducted to seek appropriate solutions and additional input. These steps ensured that each student received the necessary attention to improve their weaknesses and achieve the established graduation standards. This follow-up demonstrated the teachers' commitment to continuously improving educational quality, creating a supportive and inclusive learning environment.

The study's results corroborated by existing theories and emphasize the importance of a collaborative approach in education. The the Instruction of TBLT at SMAN 4 Blitar had a significantly positive impact on students' understanding and motivation in writing instruction. Lesson planning based on students' needs and interests allowed teachers to design strategies that were more effective and relevant, making the learning process more targeted and meaningful for students, thus increasing their motivation to learn. The implementation of TBLT involving various methods such as group discussions, collaborative tasks, and the use of technology proved to enhance student engagement and deepen their understanding of the subject matter. This approach made students more active participants in the learning process, enabling them to develop their writing skills more effectively. The comprehensive and continuous evaluation process ensured that each student received constructive feedback. This feedback was crucial for helping students identify and correct their mistakes, allowing them to continuously improve and develop their writing skills. Systematic follow-up on evaluation results demonstrated the teachers' commitment to continuously improving educational quality.

The successful implementation of TBLT is very dependent on the teacher's active role in designing and implementing tasks that suit students' needs and abilities. Teachers at SMAN 4 Blitar show high competence in designing learning activities that are challenging but still affordable for students. They also provide constructive feedback that helps students improve and develop their writing skills on an ongoing basis. For further improvements, future research could focus on long-term impacts of TBLT and explore its effectiveness in other areas of language learning. Additionally, investigating the role of technology in enhancing TBLT could provide valuable information for modern educational practices. By integrating continuous evaluation, stakeholder involvement, and task-based learning, educators can create a more effective and supportive learning environment that fosters students' writing abilities and overall language proficiency.

B. Recommendation

In this section the researcher provides several recommendations to parties related to writing learning at SMAN 4 Blitar after the researcher conducted research in class 10 at SMAN 4 Blita, consisting of:

1. Schools should consider integrating TBLT into their curriculum for teaching writing skills. This approach has proven effective in improving students' abilities and can be useful for other subjects. Apart from that, schools must also improve the quality of writing teaching in schools that are equipped with adequate facilities.
2. Teachers should be provided with professional development opportunities to learn and apply innovative teaching methodologies such as TBLT. Training

programs and workshops can help teachers integrate these methods effectively into their teaching practices. Teachers also consider integrating fun learning in task-based learning to somewhat increase student motivation. Apart from that, teachers need to consider the use of digital writing application media, digital media material or English writing games to increase student interest in the current generation.

3. Future research can broaden the scope by evaluating the effectiveness of TBLT at various educational levels and other subjects. In addition, further research could explore the long-term impact of implementing TBLT on students' writing abilities and other aspects of language skills. Researcher can also explore other factors that influence the success of TBLT, such as the role of technology, more comprehensive evaluation methods, and more personalized learning approaches.

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APPENDICES

Appendix 1: Research Protocol 1

RESEARCH PROTOCOL

Instructional Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior Highschool: A Single Case Study at SMAN 4 Blitar

Researcher: Anggun Nurafni Oktavia

Criteria for Site Selection and Case Study

A Criteria for Site Selection

1. The selection of SMAN 4 Blitar as the research site was based on several strong and relevant considerations. SMAN 4 Blitar had a good reputation in academics and adequate facilities to support research activities. The school also had a high commitment to improving the quality of education. Good cooperation between the school and researcher was another important factor in this selection, ensuring that the research process could run smoothly and effectively.
2. SMAN 4 Blitar was located in the city of Blitar, making it easily accessible for the researcher to conduct studies there. The researcher had previously gained access and permission through the teachers at SMAN 4 Blitar, facilitating the process of obtaining approval from the principal.
3. The selection of SMAN 4 Blitar as the research site was also based on the availability of relevant data that met the research criteria at SMAN 4 Blitar.

B Criteria for Case Selection

1. The research case, "Instructions Model Of Task-Based Language Teaching For Writing Learning In The 10th Grade At Senior High School: A Single Case Study At SMAN 4 Blitar," aligned with the model implemented by the English teacher at SMAN 4 Blitar for teaching writing in the 10th grade.
2. This research case was based on writing instruction in the 10th grade using a task/project-based learning model. At SMAN 4 Blitar, the English teacher had an understanding and experience in applying task-based language teaching methods and the ability to adapt this approach to students' interests.

3. This research was unique because the English teacher at SMAN 4 Blitar had a distinctive approach to teaching writing in the 10th grade. The teacher employed the task/project-based learning model in various ways. Additionally, the writing skills of the students at SMAN 4 Blitar varied widely.

C Criteria for Informant Selection

1 The main informant in the study, Mr. Andreas M. Pd., a 10th-grade English teacher at SMAN 4 Blitar, was chosen for his experience using Task-Based Language Teaching and his unique teaching style. As the main informant, he provided in-depth information related to the application of the Task-Based Language Teaching method in writing instruction for 10th-grade students. His selection was further based on his experience using this method both at SMAN 4 Blitar and as a lecturer. His unique teaching style, which incorporated icebreakers, meditation, and storytelling, also contributed to his selection. Mr. Andreas' ability to adapt his teaching methods to the evolving times by incorporating technology while being mindful of its potential drawbacks further solidified his suitability as the main informant for this research.

2 For the second informant, it consisted of 10th-grade students of SMAN Blitar who were selected through the snowballing sampling technique. 10th-grade students were chosen because the phenomena observed in the field occurred in 10th grade, and the 10th grade was taught by the teacher selected by the researcher. Students served as informants who supported the information and data provided by the teacher.

3 For the third informant, the principal was selected through snowballing sampling, where the principal served as the supervisor overseeing the writing learning process. The principal also acted as a data supporter, complementing the information provided by the teachers and students.

Reviewed and validated by Dr. Supriyono., M.Ed. and Yusniarsi Primasari., M.Pd..

Blitar, ……., 2024

Reviewer and Validator

Dr. Supriyono, M.Ed.
NIDN. 0722036301

Yusniarsi Primasari, M.Pd.
NIDN. 0708088802

INTERVIEW PROTOCOL

Interview Guidelines for Principal

Hari/Tanggal :	**23 Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah**
Kode Wawancara :	**Sucipt**	**Instrumen :**	***Recording/Interview Notes/ Ilist Interview/Transcription***
Catatan :	**In-depth interview, Probbing, Hindari *Leading,* Pertanyaan lanjutan**		

Blitar, ……., 2024

Fokus	No	Pertanyaan
Perencanaan (Kode: PRC)	1.	Bisa Anda jelaskan sedikit tentang peran Anda sebagai Kepala Sekolah di SMAN 4 Blitar?
	2.	Dalam penelitian ini, kami tertarik dengan penerapan model pembelajaran Task-Based Language Teaching (TBLT) di sekolah ini. Bisa Anda ceritakan bagaimana pandangan Anda tentang metode ini?
	3.	Apakah ada dukungan dari pihak luar atau kolaborasi dengan institusi lain dalam penerapan TBLT ini?
	4.	Apa saja yang menjadi hambatan penerapan TBLT pada siswa kelas 10 dalam pembelajaran menulis?
	5.	Bagaimana cara untuk mengatasi hambatan atau kesulitan dalam menulis siswa kelas 10?
	6.	Bagaimana perencanaan pembelajaran menulis berbasis TBLT untuk siswa kelas 10?
Implementasi (Kode : IMP)	7.	Bagaimanakah prosedur metode TBLT diaplikasikan dalam pembelajaran writing di kelas 10?
	8.	Bisa bapak sebutkan apa saja yang dilakukan oleh guru?
Evaluasi (Kode: EVS)	9.	Bisakah bapak menjelaskan terkait metode yang dilakukan untuk mengevaluasi tugas menulis siswa berdasarkan pendekatan TBLT?
	10.	Apa saja proses yang dilakukan untuk mengevaluasi siswa kl lakukan dalam tahap ini ?
	11.	Apa hasil dari proses evalusi ini?
Follow Up (Kode: FLU)	12.	Bagaimana cara menindak lanjut data evaluasi dalam pembelajaran menulis?
	13.	Prosesnya seperti apa dalam menindak lanjuti hasil evaluasi?

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INTERVIEW PROTOCOL

Interview Guidelines for Teacher

Hari/Tanggal :	**20 Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Guru bahasa inggris kelas 10**
Kode Wawancara :	**Ndre**	**Instrumen :**	***Recording/Interview Notes/ Ilist Interview/Transcription***
Catatan :	**In-depth interview, Probbing, Hindari *Leading*, Pertanyaan lanjutan**		

Fokus	**No**	**Pertanyaan**
Perencanaan (Kode: PRC)	1.	Kurikulum apa yang bapak gunakan dalam pembelajaran bahasa inggris?
	2.	Pendekatan atau metode apa yang bapak terapkan dalam mengajar menulis kepada siswa kelas 10 di SMAN 4 Blitar?
	3.	Bapak telah menjelaskan bahwa menggunakan projective based learning atau TBLT dalam pelaksanaan belajar mengajar bahasa inggris di kelas X. Untuk lebih lanjutnya saya ingin menanyakan kira-kira apa yang menjadi pertimbangan bapak untuk menggunakan metode tersebut? Mengapa?
	4.	Mengapa bapak memilih metode tersebut?
	5.	Apa saja tantangan dalam penerapan TBLT pada siswa kelas 10 dalam pembelajaran menulis?
	6.	Bagaimana cara untuk mengatasi hambatan atau kesulitan dalam menulis siswa kelas 10?
	7.	Bagaimana perencanaan pembelajaran menulis berbasis TBLT untuk siswa kelas 10?
	8.	Apa saya yang dipersiapkan untuk memulai pembelajaran menulis?
	9.	Jenis tugas menulis apa yang paling efektif untuk membantu siswa kelas 10 mengembangkan keterampilan menulis mereka?
Implementasi (Kode : IMP)	10.	Bagaimana prosedur metode tersebut diaplikasikan dalam pembelajaran writing di kelas?
	11.	Bisa gambarkan apa saja yang dilakukan dan bagaimana hasilnya pak?
	12.	Bagaimanakah cara bapak untuk memberikan motivasi dan bimbingan melalui penerapan model TBLT?
	13.	Apakah bapak menggunakan pengaturan kelas tertentu untuk mendukung pembelajaran menulis?
	14.	Bagaimana bapak mengatur waktu dan ruang dalam kelas untuk memfasilitasi pelaksanaan tugas menulis?
	15.	Apa saja fasilitas atau jenis sumber belajar yang bapak sediakan untuk mendukung siswa dalam menyelesaikan tugas menulis? Apa kendalanya?
	16.	Apakah pembelajaran menulis berbasis tugas ini ada kolaborasi ? Bagaimana cara bapak untuk memfasilitasi dan mengatur interaksi (konteks kolaborasi) antar siswa untuk memperkaya pengalaman menulis mereka?
	17.	Bagaimana respon siswa terhadap penerapan metode (pembelajaran menulis) yang bapak terapkan di kelas 10?
	18.	Menurut bapak apa yang menjadi kelebihan dan kekurangan dari metode metode project/ task based learning yang bapak gunakan?
Evaluasi (Kode: EVS)	19.	Bisakah bapak mengevaluasi tugas menulis siswa berdasarkan pendekatan TBLT?

	20.	Bisa bapak jelaskan bagaimana proses evaluasi?
Follow Up (Kode: FLU)	21.	Bagaimana cara bapak dalam menindaklanjutihasil evaluasi untuk mengidentifikasi area kelemahan dan kekuatan siswa dalam menulis?
	22.	Bagaimana proses tindak lanjut evaluasi? Apa saja yang di lakukan?

Blitar, ……., 2024

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INTERVIEW PROTOCOL

Interview Guidelines for students

Hari/Tanggal :	**20 Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Siswa- Siswi kelas 10**
Kode Wawancara :	**Dan, Essa, Rism, Ais**	**Instrumen :**	***Recording/Interview Notes/ Ilist Interview/Transcription***
Catatan :	**In-depth interview, Probbing, Hindari *Leading*, Pertanyaan lanjutan**		

Fokus	No	Pertanyaan
Perencanaan (Kode: PRC)	1.	Kurikulum apa yang digunakan dalam pembelajaran bahasa inggris?
	2.	Apa saja permasalahan yang dialami dalam pembelajaran menulis?
	3.	Bagaimana cara guru untuk mengatasi hambatan atau kesulitan dalam menulis siswa kelas 10? Apakah guru membimbing di kelas?
	4.	Bagaimana proses perencanaan guru dalam pembelajaran menulis berbasis TBLT untuk siswa kelas 10? Apa saja yang dipersiapkan?
	5.	Apakah guru menggunakan media tertentu dalam penggunaan media/sumber ajar tertentu dalam pembelajaran? Munurut kamu apakah media atau sumber ajar yang digunakan memudahkah kamu dalam meningkatkan pembelajaran?
Implementasi (Kode : IMP)	6.	Bagaimana guru melakukan pembelajaran menulis? Bagaimanaa proses pembelajaran berbasis tugas dalam pembelajaran writing di kelas?
	7.	Apakah guru menggunakan pengaturan kelas tertentu untuk mendukung pembelajaran menulis?
	8.	Bagaimana guru mengatur waktu dan ruang dalam kelas untuk memfasilitasi pelaksanaan tugas menulis?
	9.	Apa saja fasilitas atau jenis sumber belajar yang guru sediakan untuk mendukung siswa dalam menyelesaikan tugas menulis? Apa kendalanya?
	10.	Apa guru menerapkan pembelajaran kolaborasi dalam pembelajaran? Bagaimana prosesnya?
	11.	Bagaimana respon kamu terhadap penerapan metode (pembelajaran menulis) yang guru terapkan di kelas 10?
Evaluasi (Kode:EVS)	12.	Bagaimana guru melakukan evaluasi tugas writing di kelas?
	13.	Apa yang dilakukan pada tahap evaluasi?
Follow Up (Kode: FLU)	14.	Bagaimana cara guru dalam menindaklanjuti hasil evaluasi?
	15.	Apa yang dilakukan guru setelah melakukan evaluasi atau penilaian? Apa ada tindak lanjutnya?

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INTERVIEW PROTOCOL

Interview lists

Date :	**Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah, guru dan siswa kelas 10 J.**
Kode Wawancara :	**Sucipt, Ndre, Dan, Essa, Rism, Ais**	**Instrumen :**	***Recording/Interview Notes/ Ilist nterview***
Catatan :	**In-depth interview, Probbing, Hindari *Leading,* Pertanyaan lanjutan**		

Fokus	**No**	**Pertanyaan**
Perencanaan (Kode: PRC)	1.	Bisa anda jelaskan sedikit tentang peran Anda sebagai Kepala Sekolah di SMAN 4 Blitar?
	2.	Dalam penelitian ini, kami tertarik dengan penerapan model pembelajaran Task-Based Language Teaching (TBLT) di sekolah ini. Bisa Anda ceritakan bagaimana pandangan Anda tentang metode ini?
	3.	Apakah ada dukungan dari pihak luar atau kolaborasi dengan institusi lain dalam penerapan TBLT ini?
	4.	Kurikulum apa yang guru gunakan dalam pembelajaran bahasa inggris?
	5.	Pendekatan atau metode apa yang guru terapkan dalam mengajar menulis kepada siswa kelas 10 di SMAN 4 Blitar?
	6.	Guru telah menjelaskan bahwa menggunakan projective based learning atau TBLT dalam pelaksanaan belajar mengajar bahasa inggris di kelas X. Untuk lebih lanjutnya saya ingin menanyakan kira-kira apa yang menjadi pertimbangan guru untuk menggunakan metode tersebut? Mengapa?
	7.	Apa saja yang menajdi hambatan dan tantangan dalam penerapan TBLT pada siswa kelas 10 dalam pembelajaran menulis?
	8.	Bagaimana cara untuk mengatasi hambatan atau kesulitan dalam menulis siswa kelas 10?
	9.	Bagaimana perencanaan pembelajaran menulis berbasis TBLT untuk siswa kelas 10? Apa saya yang dipersiapkan?
	10.	Menurut guru jenis tugas menulis apa yang paling efektif untuk membantu siswa kelas 10 mengembangkan keterampilan menulis mereka?
	11.	Bagaimanakah guru memilih atau membuat materi tambahan yang sesuai dengan kebutuhan siswa?
Implementasi (Kode : IMP)	12.	Bagaimana prosedur metode tersebut diaplikasikan dalam pembelajaran writing di kelas? apa saja proses guru yang dilakukan dan bagaimana hasilnya?
	13.	Bagaimanakah cara guru untuk memberikan motivasi dan bimbingan melalui penerapan model TBLT?
	14.	Apakah guru menggunakan pengaturan kelas tertentu untuk mendukung pembelajaran menulis? Bagaimana guru mengatur waktu dan ruang dalam kelas untuk memfasilitasi pelaksanaan tugas menulis?
	15.	Apa saja fasilitas atau jenis sumber belajar yang guru sediakan untuk mendukung siswa dalam menyelesaikan tugas menulis?
	16.	Apa guru menerapkan pembelajaran kolaborasi dalam pembelajaran? Bagaimana cara bapak untuk memfasilitasi dan mengatur interaksi (konteks kolaborasi) antar siswa untuk memperkaya pengalaman menulis

		mereka?
	17.	Bagaimana respon siswa terhadap penerapan metode (pembelajaran menulis) yang guru terapkan di kelas 10?
	18.	Menurut guru apa yang menjadi kelebihan dan kekurangan dari metode metode project/ task based learning yang di gunakan?
Evaluasi (Kode: EVS)	19.	Apa yang dilakukan dalam mengevaluasi tugas menulis siswa berdasarkan pendekatan TBLT? seperti apa prosesnya? Apa langkah-langkahnya?
Follow Up (Kode: FLU)	20.	Bagaimana cara dalam menindaklanjuti evaluasi dan menggunakan data evaluasi pembelajaran menulis berdasarkan pendekatan TBLT? Bagaimana proses guru menindaklanjutinya?

Blitar, ……., 2024

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INTERVIEW TRANCRIPTION

Date :	**Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah, guru dan siswa kelas 10 J.**
Kode Wawancara :	**Sucipt, Ndre, Dan, Essa, Rism, Ais**	**Instrumen :**	***Recording/Interview Notes/ Ilist nterview***
Catatan :	**In-depth interview, Probbing, Hindari *Leading,* Pertanyaan lanjutan**		

Fokus	No	Transkripsi Wawancara	Catatan
Perencanaan (Kode: PRC)	1.	Ohh iya, terima kasih atas kesempatan ini. Sebagai Kepala Sekolah di SMAN 4 Blitar, saya disini bertanggung jawab atas keseluruhan manajemen sekolah, eee itu termasuk pengelolaan kurikulum, fasilitas di sekolah, kesejahteraan siswa dan staf SMAN 4 Blitar, serta hubungan dengan masyarakat sekitar. Saya juga pastinya memastikan bahwa program pendidikan SMAN 4 Blitar ini berjalan dengan baik dan sesuai dengan standar yang ditetapkan oleh pemerintah dan tentu kebutuhan siswa. Saya hmm juga memantau kualitas pembelajaran di sekolah dan interaksi antara guru dan siswa. Dan di sekolah ini karena tidak hanya mendukung pendidikan akademik namun sebagai kepala sekolah saya juga mendukung anak-anak itu kemampuan non akademik nya. (Kode: Sucipt)	**(Kode: Sucipt)**
	2.	Ya kalau untuk pandangan saya mbak ya, TBLT sendiri kan metode pembelajaran yang memang cukup menarik dan banyak digunakan juga, ee itu terutama dalam pembelajaran bahasa termasuk bahasa inggris juga. Metode ini kan juga memfokuskan pada penggunaan tugas-tugas yang nyata dan relevan untuk mengembangkan keterampilan berbahasa siswa. Di SMAN 4 Blitar sendiri, kami ya mengadopsi metode ini karena memberikan kepada siswa itu siswa kesempatan untuk belajar secara lebih aktif dan kontekstual, eee serta mengembangkan kemampuan menulis mereka melalui tugas-tugas yang telah disampaikan oleh guru kadang tugas itu dalam bentuk project akhir. (Kode: Sucipt)	**(Kode: Sucipt)**

	3.	Ohh itu… ya, untuk kerjasamanya ya kami SMAN 4 Blitar bekerja sama dengan beberapa institusi pendidikan dan universitas yang memiliki keahlian dalam TBLT. Mereka pun berperan dalam pelatihan guru dan menyediakan materi pembelajaran tambahan bagi siswa SMAN 4 Blitar. Selain itu, kami juga mendapatkan dukungan dari dinas pendidikan setempat dalam bentuk pelatihan dan supervisi. (Kode: Sucipt)	**(Kode: Sucipt)**
	4.	Oh,... ya, jadi di SMAN 4 Blitar, untuk tahun ajaran ini kami menggunakan Kurikulum Merdeka Belajar. Hmm, kurikulum ini memang memberikan lebih banyak fleksibilitas bagi kami sebagai guru dan juga bagi siswa. Eee, tujuan utamanya adalah untuk menciptakan pembelajaran yang lebih berpusat pada siswa, atau yang sering disebut sebagai student-centered learning. Eee, dalam pembelajaran bahasa Inggris khususnya, kami berusaha untuk membuat siswa lebih aktif dan terlibat dalam proses belajar. Jadi, hmm, misalnya dalam kelas saya, saya banyak menggunakan pendekatan yang melibatkan siswa secara langsung, seperti diskusi kelompok, presentasi, dan proyek-proyek praktis. Eee, mereka tidak hanya belajar teori tapi juga langsung mempraktikkannya. Eee, satu hal lagi yang sangat kami tekankan adalah pengembangan keterampilan abad 21, seperti kemampuan berpikir kritis, kreativitas, kolaborasi, dan komunikasi. Dalam setiap pelajaran, saya selalu berusaha mengintegrasikan keterampilan-keterampilan ini, sehingga siswa tidak hanya mahir berbahasa Inggris tetapi juga siap menghadapi tantangan di masa depan. (Kode: Ndre) eee... ya, tentu saja. Pada tahun ajaran ini, di SMAN 4 Blitar kami menggunakan, hmm, Kurikulum Merdeka. Ini adalah sebuah kurikulum yang relatif baru, yang dirancang untuk memberikan lebih banyak fleksibilitas dan kemandirian baik bagi siswa maupun guru dalam proses pembelajaran. Eee, Kurikulum Merdeka ini bertujuan untuk mengembangkan potensi setiap siswa secara optimal, dengan memberikan kebebasan kepada guru untuk menyesuaikan pembelajaran sesuai dengan kebutuhan dan minat siswa. Jadi, hmm, pembelajaran tidak lagi kaku atau satu arah, tetapi lebih interaktif dan adaptif. Eee, salah satu hal yang menarik	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode:Dan)**

		dari kurikulum ini adalah adanya proyek penguatan profil pelajar Pancasila. Jadi, hmm, siswa diberi kesempatan untuk terlibat dalam proyek-proyek nyata yang dapat mengembangkan kemampuan mereka secara holistik, baik dari sisi kognitif, afektif, maupun psikomotorik. Eee, misalnya, mereka bisa bekerja dalam kelompok untuk memecahkan masalah-masalah di lingkungan sekitar atau mengembangkan keterampilan khusus yang mereka minati. Eee, untuk mendukung implementasi Kurikulum Merdeka ini, kami di SMAN 4 Blitar juga terus melakukan pelatihan dan pengembangan profesional bagi guru-guru. Hmm, kami ingin memastikan bahwa mereka memiliki kompetensi dan kesiapan untuk mengajar sesuai dengan prinsip-prinsip kurikulum ini. Selain itu, kami juga berusaha untuk meningkatkan fasilitas dan sumber daya yang ada di sekolah, sehingga proses pembelajaran dapat berjalan dengan lancar dan efektif. Terakhir ya, hmm, kami sangat menghargai partisipasi dan dukungan dari orang tua siswa serta masyarakat sekitar. Eee, kami percaya bahwa keberhasilan pendidikan tidak hanya ditentukan oleh sekolah, tetapi juga oleh keterlibatan semua pihak yang terkait.(Kode: Sucipt) Oh, eee... di SMAN 4 Blitar kita pakai Kurikulum Merdeka Belajar. Hmm, kurikulum ini lebih fokus ke kita sebagai siswa, jadi kita lebih aktif dalam belajar. Misalnya, di pelajaran bahasa Inggris, kita sering diskusi kelompok dan presentasi. Eee, kita juga bisa belajar lewat topik yang kita suka, kayak teknologi atau budaya sekarang. Guru-guru juga pake video dan aplikasi biar belajar lebih seru. Jadi, menurut aku, kurikulum ini bikin belajar jadi lebih menarik dan nggak ngebosenin.(Kode:Dan)	

	5.	Kalo untuk pelajaran menulis di sini, kami ya menggunakan metode Task-Based Language Teaching atau TBLT, eee, dan juga proyek. Hmm, metode ini dirancang agar siswa lebih aktif tentunya dan terlibat dalam proses belajar menulis melalui tugas-tugas nyata dan proyek yang relevan. Eee, dalam Task-Based Language Teaching, siswa diberikan tugas menulis yang kontekstual dan relevan dengan kehidupan sehari-hari. Misalnya, hmm, mereka bisa diminta untuk menulis email resmi, laporan, artikel, atau cerita pendek. Tugas-tugas ini dibuat agar siswa bisa berlatih menulis dalam situasi yang sebenarnya mereka akan hadapi di luar kelas. Dalam Project-Based Learning, eee, siswa biasanya diberikan sebuah proyek atau tugas yang menantang mereka untuk menulis secara kreatif dan kritis. Misalnya, hmm, mereka bisa diminta untuk menulis cerita pendek, artikel, esai, atau bahkan membuat blog. Eee, proyek-proyek ini sering kali terkait dengan topik-topik yang relevan dengan kehidupan mereka atau isu-isu global, sehingga mereka bisa melihat hubungan antara apa yang mereka tulis dengan dunia nyata. (Kode : Ndre)	**(Kode : Ndre)**
	6.	Hmm Alasan yang mendasar anak-anak sekarang itu sudah enggak terlalu fokus saat mereka mendatkan metode ceramah jadi lebih senang mereka yang aktif dan itu juga mendukung ruh nya merdeka belajar (kurikulum merdeka) berpusat pada siswa (student center). Selain itu ketika ada project based learning atau pembelajaran berbasis task guru lebih leluasa dalam mengekspolarasi anak- anak secara terdiferensiasi. Karena dalam metode pembelajaran tersebut kita bisa menyesuaikan backgroundnya anak-anak. Kan ada yang bentuknya grup dan juga ada yang individu, saya menggunakan keduanya. Biasanya yang individu itu terakhir semester disesuaikan dengan minatnya siswa. (Kode: Ndre)	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Dan)** **(Kode: Essa)** **(Kode: Rism)** **(Kode: Ais)**

	7.	Kalo di writing anak-anak merasa berat itu di cari ide nya, idenya lho itu sudah berat terus menuangkannya dalam kata-kata mereka terhambat grammar dan sebagainya dan ironisnya teknologi jusrtu membuat mereka males dan gaada motivasi belajar mandiri. Masuk ke google translate, kadang yang parah saya menemukan berkali-kali mereka copy paste artikel dari internet. Ya, saya diam saja tapi saya tau dan saya peringatkan. Kalo teknologi malah menghambat apalagi AI. Saya gak bisa ngetrace anak-anak yang pakai AI tapi keliatan secara naluri guru saya bisa melihat bahwa anak ini perfom umumnya biasanya tidak seperti ini tiba-tiba tulisannya bagus. Itu terindikasi tidak mengerjakan sendiri dan tidak supportif. (Kode: Ndre) Tentu saja, ada beberapa tantangan. Salah satunya adalah kurangnya motivasi dari beberapa siswa untuk berpartisipasi aktif dalam tugas-tugas yang diberikan. Selain itu, ada juga kendala teknis seperti keterbatasan fasilitas dan teknologi yang kadang-kadang menjadi hambatan. Namun, kami terus berupaya untuk mengatasi tantangan ini dengan berbagai cara, termasuk peningkatan fasilitas dan pemberian motivasi kepada siswa. (Kode: Sucipt) Kayaknya kalo permasalahan ya kalo pembelajaran yang disajikan guru gak ada kurang sih tergantung minat yang lain aja. Ada yang mudeng ada yang gak terlalu mudeng. Itu karena apa ya kak, karena mungkin dari kurangnya minat belajar itu sendiri. Ya kita ya kak a juga menyadari kalau misalnya secara membuat ide juga masih kurang dan kadang masih bingung gitu lho kak. Aku sih kalo bahasa inggris suka kan dikeluarga ku kan kakakku kan suka bahasa inggris ya jadi aku ya lumayan. Saya si suka sejarah kadang tu ada bahasa inggris nya jadi ya lewat situ kadang belajarnya. (Kode: Dan) Permasalahan menulis hmm mestinya ada si kakk, apa ya kak..ini kalo saya kadang kurang apa ya latihan menulis dalam bahasa inggris kadang juga sulit nentuin idenya sama itu tulisan yang benar apa itu tensesnya gitu. (Kode: Essa) Ya, permasalahan ada mestinya tapi bahasa inggris tu menarik asik dan	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Dan)** **(Kode: Essa)** **(Kode: Rism)** **(Kode: Ais**)

		nyaman ya dapat memahami. Mm kalau bahasa iggris saya si juga lumayan suka sebenarnya. (Kode: Rism) Kalau masalahnya ya minat, aku minat bhs inggris sebenernya enggak. Kyak lebih sulit pahamnya gitu karena kan bahasa asing. (Kode: Ais)	
	8.	Tidak ada trik khusus sih, biasanya kalau teknologi saya selalu mengingatkan jangan gunakan AI maksimal gg translate itupun saya meminta mereka untuk membaca ulang. Itu pasti ada yang ngaco makanya grammarnya acak-acakan karena gg translate kan word by word bukan grammatical correct. Jadi saya mengingatkan maksimal gg translate atau I- dictionary (kamus online). Faktanya masih banyak yang menggunakan AI sedangkan masih banyak siswa-siswa yang kesulitan memahami chapter yang di bahas, Sehingga kadang pun saya tetap memberikan anak-anak ini kesempatan untuk aktif dengan bertanya pada saya kalau misal ada yang tidak paham atau menyampaikan ide merka (Kode: Ndre) Nah, jadi begini, kita menghadapi tantangan ini dengan beberapa cara. Pertama, kita terus memberikan semangat dan bimbingan kepada siswa supaya mereka bisa lebih paham manfaat dari metode TBLT itu. Terus, kita juga berusaha ningkatin fasilitas sekolah secara bertahap, kayak nambah komputer dan perbaiki akses internet yang ada. Selain itu, kita juga ngajak orang tua siswa supaya bisa lebih mendukung pembelajaran di rumah. Jadi, ya, kita semua kerja sama biar semua ini bisa berjalan lebih lancar. (Kode: Sucipt) Gimana ya kak, kalo ada yang ga paham bisa tanya pak andre nanti dijelaskan secara lansung gitu. Kita juga selalu disuruh membaca dulu ulang sebelum menulis (Kode: Dan) Hmm kalo biasanya jika kita misal masalahnya enggak paham ya nanti kita bertanya ke pak andreas secara langsung. Kadang juga pas kita bosen sama pelajarannya dikasih waktu buat relax dulu	(Kode: Ndre) (Kode: Sucipt) (Kode: Dan) (Kode: Essa)

		sambil cerita-cerita gitu biar semangat lagi (Kode: Essa)	
	9.	Mempersiapkan lesson plan yang sudah ada, ya pantauan kita dari modul saja. Lalu sebelumnya untuk prepare sebelum anak-anak menulis ada diskusi bersama untuk mentrigger tentang topik yang akan dibahas. Biar anak-anak punya gambaran mau menulis apa seperti itu, sebagai guru kan kami merencanakan pembelajaran menulis dengan beberapa langkah ya Pertama ya kami menentukan topik dan tujuan pembelajaran yang relevan sesuaikan dengan minat dan kebutuhan siswa. Eee, lalu kami merancang tugas-tugas yang mendukung proses belajar, seperti proyek menulis dan aktivitas kolaboratif. Kami juga menyediakan contoh dan panduan untuk membantu siswa memahami cara kerja TBLT ini. Selain itu, kami selalu memikirkan untuk memberikan umpan balik yang konstruktif supaya siswa bisa memperbaiki dan mengembangkan kemampuan menulis mereka. Kalau dikelas ya kita persiapkan absensi, lembar penilaian, Lks kelas 10, dan materi yang mau dibahas itu harus benar benar dipersiapkan. Kadang saya juga pake teknologi untuk ngajarnya bisa pake apa E-dictionary atau saya bagikan artikel materi misal recount text atau narrative ya untuk writing (Kode: Ndre) Sebagai kepala sekolah di SMAN 4 Blitar, kami memang punya peran penting dalam perencanaan dan pelaksanaan pembelajaran berbasis TBLT ini. Eee, pertama-tama, kami bekerja sama dengan guru-guru untuk memastikan mereka mendapatkan pelatihan yang memadai tentang metode pembelajaran menulis. Jadi, kami mengadakan workshop dan sesi pelatihan rutin agar mereka bisa memahami dan menerapkan metode ini dengan baik. Selain itu, kami juga memantau dan mendukung implementasi di kelas. Misalnya, kami membantu guru merancang rencana pembelajaran yang efektif, serta menyediakan fasilitas dan sumber daya yang mereka butuhkan, seperti teknologi dan materi pembelajaran. Hmm, penting juga bagi kami untuk memberikan umpan balik secara berkala kepada guru agar mereka bisa terus mengembangkan metode pengajaran mereka. Kami juga aktif berkoordinasi dengan para guru untuk memastikan bahwa setiap langkah dalam perencanaan	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Essa)**

		pembelajaran menulis ini berjalan dengan lancar. Jadi, kami mendukung mereka tidak hanya dengan sumber daya, tapi juga dengan bimbingan dan evaluasi agar hasil pembelajaran sesuai dengan tujuan yang kita harapkan. Dengan cara ini, kami yakin metode TBLT bisa diterapkan dengan maksimal dan memberikan manfaat terbaik bagi siswa. (Kode: Sucipt) Ya, itu kak kalau menyiapkan apa itu penugasan… Kami merasa tugas menulis yang diberikan oleh guru membantu kami biar bisa memahami cara menulis. (Kode: Essa)	
	10.	Yang paling efektif saya kira tidak ada, sebisa mungkin kalo yang mendekati ideal itu anak-anak diberikan contoh lalu topik - topik bervariasi lalu step menulis yang benar lalu anak-anak dilatih tidak langsung menulis penuh jadi mulai dari drafting lalu paragraf-paragraf pendek lalu essay yang penuh itu mendekati optimal meskipun tidak paling efektif. (Kode: Ndre)	(**Kode: Ndre)**
	11.	Sumber belajar tambahan, beberapa materi yang saya buat di tempat saya mengajar yang lain terkadang saya pakai untuk menjadi materi tambahan di kelas misalnya game permainan tentang vocabulary. Kalau writing ya teks gitu. (Kode:Ndre) Biasanya lewat buku yang di scan gitu kak yang di scan nanti muncul video atau suara kadang juga teks gitu. (Kode: Rism) Kadang memakai kamus atau secara online melalui pembagian link. Jadi, dalam pembelajaran belajar writing, guru sering memakai kamus untuk memudahkan siswa memahami arti kata atau tata bahasanya. Selain itu, guru juga menggunkan materi dari internet, seperti artikel atau video yang bisa menjadi contoh untuk siswa. Misalnya, kalau guru kasih link, itu biasanya ke situs yang ada latihan atau tips menulis. Jadi, kita bisa belajar dari berbagai sumber dan bikin tulisan kita lebih bagus. Guru juga sering cari referensi tambahan dari blog atau situs edukasi buat bikin pelajaran jadi lebih menarik dan berguna.(kode: Ais)	**(Kode:Ndre)** **(Kode: Rism)** **(kode: Ais)**

Implementasi (Kode : IMP)	12.	Procedure nya anak anak akan saya berikan topic pemantiknya ada pilihan topic kemudian yang dilakukan adalah drafting. Drafting menulis siswa diberikan contoh lalu topik - topik bervariasi lalu step menulis yang benar lalu anak –anak dilatih tidak langsung menulis penuh jadi mulai dari drafting lalu paragraf-paragraf pendek lalu essay yang penuh itu mendekati optimal meskipun tidak paling efektif. mereka akan konsultasi draft itu nah jadi beberapa kali saya hanya meminta draft atau meminta tulisan yang sampai jadi. Nah sampai proses full writing nya tapi biasanya anak-anak itu diawal awal pembelajaran mereka drafting diakhir semester penjadi tugas akhir dari drafting itu untuk menjadi full writing. (Kode : Ndre) Eee, untuk penerapan Task-Based Language Teaching atau TBLT di SMAN 4 Blitar, kami memiliki beberapa prosedur yang cukup sistematis. Hmm, langkah pertama yang kami lakukan adalah memberikan pelatihan kepada guru. Eee, kami mengadakan workshop dan sesi pelatihan khusus untuk memastikan bahwa semua guru memahami konsep dan metode TBLT dengan baik. Kemudian, hmm, guru merancang tugas-tugas yang relevan dengan kehidupan sehari-hari siswa. Di kelas, guru memberikan penjelasan awal dan memfasilitasi siswa selama pelaksanaan tugas, baik individu maupun kelompok. Setelah tugas selesai, eee, siswa menerima umpan balik dari guru dan teman sekelas melalui presentasi atau diskusi. Kami juga melakukan evaluasi berkelanjutan untuk melihat efektivitas metode ini dan melakukan perbaikan jika diperlukan. Selain itu, eee, kami meningkatkan fasilitas dan sumber daya di sekolah, seperti komputer dan akses internet, untuk mendukung pelaksanaan TBLT. (Kode: Sucipt) Tergantung materinya. Kalau LKSnya minta mengerjakan soal, ya kerjakan soalnya. Kalau disuruh baca cerita ya baca ceritanya. Dan kita juga pernah disuruh bikin teks. Misalnya setelah membaca sebuah cerita, kita dapat diminta untuk menulis ulang atau membuat teks baru dengan tema serupa. Hal ini membantu kita memahami materi dengan lebih baik dan meningkatkan keterampilan menulis. (Kode: Essa)	(**Kode : Ndre)** **(Kode: Sucipt)** **(Kode: Essa)** **(Kode: Dan)** **(Kode: Ais)**

		Pak andre, masuk itu nyiapin biasanya salam, absen, pertama, menyampaikan materi yang mau di di di jelaskan dikasi trigger dulu materinya, Pak Andre tu juga itu kak membawa bahan ajarya seperti kyak apa buku, lembar soal gitu, atau kadang ditampilkan dibagikan contoh teks yang sesuai materi, biasanya pak andre menjelaskan terlabih dahulu tentang materinya trus baru mulai dengan menjelaskan tugas yang harus kami kerjakan. Misalnya, kita sering diberi tugas menulis cerita pendek per tahap gitu. Pak andre juga kasih kak apa.. panduan. Selama ngerjain tugas, guru selalu siap bantu kalau ada yang kesulitan kadang bisa tanya langsung nanti dikasih tau. Iya, setelah selesai tugas, kami presentasi di depan kelas atau diskusi bareng teman-teman. Kita dapet itu apa kayak koreksi nanti dari guru, jadi tahu mana yang benar dan salah. (Kode: Dan) Ehmm kalo pembukaanya biasanya ehhmm ngasih salam, literasi, trus kadang kayak dipancing dulu sebelum masuk materinya, trus disuruh buka buku pkok materinya kak dan disuruh baca dan mengerjakan juga. Dalam proyek, ya kami disuru menulis teks seperti perkenalan diri, lalu menyampaikannya langsung di depan kelas seperti presentasi. Jadi ini membuat kami latihan public speaking dan meningkatkan kemampuan bahasa Inggris, meski ya deg deg an. (Kode: Ais)	
	13.	Sederhana sekali, kita paparkan fakta bahwa suatu saat anak-anak pasti perlu memahami cara menulis bahasa inggris yang baik sering lebih dari ssatu kali saya menyampaikan dikelas " If you want to get higher salary in foreign company you need write your cv or application letter in English" Saya sering menyampaikan seperti itu. Kalau bimbingan ya kalau konsul dalam penulisan drafting saya selalu memberikan feedback. Ada bimbingan disitu pasti. (Kode : Ndre) Ada, biasanya kayak ditanya yang belum paham yang mana yang sulit yang mana. (Kode: Essa) Pak andre biasanya selama ngerjain tugas, selalu bantu kalau ada yang kesulitan atau ada yang tanya. Juga sering ngasih saran selama proses belajar. Setelah tugas selesai, kami disuruh presentasi di depan	**(Kode : Ndre)** **(Kode: Essa)** **(Kode: Dan)**

		dan guru, sama dikasih koreksinya jadi kami tahu apa yang salah., ada juga sesi diskusi dan tanya jawab. (Kode: Dan)	
	14.	Ga pernah, jadi kalau pengaturan susunan tempat duduk juga biasanya senyamannya anak-anak. Kalau untuk metode project/ task based learning kalo mereka tugas pair ya duduk dengan pairnya. Kalau berempat ya biasanaya melingkar. Kalau tertentu ga yang banget- banget sesuai dengan kondisi siswa aja,(fleksibel). Kalau ruang yang senyamannya anak-anak kalau waktu jelas lebih strict ya. Dalam watu 60 menit anak-anak harus selesai drafting, tesis argument 123 misalnya, kalau naratif ya juga saja tentukan timing yang jelas. Kalau gak selsesai kan pasti ada minus berarti mereka tidak menyelesaikan target. Ada nilai tertentu pasti dan itu sebenarnya kelihatan anak yang mau, setengah mau dan tidak. Kita tau bagaimana karakteristik anak-anak. (Kode: Ndre) Biasanya sih duduknya biasa ya kak, tapi kalo kelompok an nanti duduknya disesuaikan dengan kelompok kalau enggak ya sesuai sama cara pembelajarannya pak Andre aja (Kode: Dan) Kalo itu duduknya kadang tetep kadang ya kalo belajar nya kelompok ya duduknya sama kelompok nya. (Kode: Rism)	**(Kode: Ndre)** **(Kode: Dan)** **(Kode: Rism)**
	15.	Fasilitas kalau di kelas saya tidak menyediakan khusus tapi kalau sumber belajar saya memberikan kebebasan anak-anak untuk mengakses google atau google scholar. Nah disitu kelemahannya anak-anak jadi sering copas tapi kita sebagai guru kita tau ini hasil dari brainstorminya atau copas kita tau. Diksi nya kelihatan copas atau sekedar translate. (Kode: Ndre) Oh, untuk membantu kami dalam tugas menulis, guru biasanya menyediakan berbagai fasilitas. Eee, mereka sering memberikan buku referensi dan artikel yang bisa kami baca. Hmmm, ada juga materi tambahan di platform online yang bisa diakses. Selain itu, oh, guru kadang-kadang mengadakan sesi tambahan untuk diskusi atau review yang membantu kami memperbaiki tulisan. (Kode : Dan)	**(Kode: Ndre)** **(Kode : Dan)**
	16.	Biasanya project/task based learning sering kali tidak individual dan kolaboratif minimal 2 atau 6 anak. Tapi rentangnya ketika ada 6 anak disitu sebagai guru kita tau siapa anak yang aktif dan tidak aktif.	**(Kode: Ndre)** **(Kode: Dan)** **(Kode : Rism** **(Kode: Essa)**

		(Kode: Ndre) Biasanya ada 2 kalo enggak 4, ini bisa meningkatkan pemahaman kita kak kalo kelompok karena kan interaksi sama temannya saling sharing sharing. (Kode: Dan) Ehhhmm kelompok biasanya terdiri 2 sampe 4 siswa.ya belajar berkelompok lebih menyenangkan dan bisa berbagi informasi dan ide gitu kak. (Kode : Rism) Ada, ya berkelompok diberi tugas gitu berempat . kak eeee apa ya, kalo berkelompok lebih seru juga bisa sharing-sharing (Kode: Essa)	
	17.	Rata-rata respon siswa mengeluh, jangankan kok menulis dalam bahasa inggris menulis dalam bahasa Indonesia saja bukan belum tradisi sementara trandisi kita dalam literasi secara umum masih rendah. Saya sendiri sebagai guru merasa kurang berliterasi apa lagi anak-anak. Rata-rata ya beban responnya anak-anak pasti menulis itu berat. Namun ada - beberapa kasus khusus anak-anak itu memang senang menulis dan dia memang secara natural punya passion dan kemampuan disitu.1- 2 anak lho ya. (Kode: Ndre) Hmm, jujur aja kak, nulis dalam bahasa Inggris itu terasa sulit buat kalo aku. Menulis dalam bahasa Indonesia aja udah jarang dilakukan, apalagi dalam bahasa Inggris. Jadi, awalnya agak berat. Tapi, ya saya paham ini penting untuk latihan. Ada beberapa teman yang suka nulis dan mereka lebih bisa. Secara keseluruhan, meskipun menantang, ini bisa bantu kami berkembang dalam witing nya. (Kode: Essa) Hmm, menulis dalam bahasa Inggris memang agak susah karena belum terbiasa. Tapi kalau dikasi tugaas atau project, itu ternyata lumayan membantu apalagi kalo diskusi. Jadi, meskipun awalnya terasa berat, metode ini bikin proses belajarnya gak cuman gitu gitu ae dan ya seru. (Kode: Dan)	**(Kode: Ndre)** **(Kode: Essa)** **(Kode: Dan)**
	18.	Wah banyak, kelebihannya anak-anak dituntut untuk lebih kreatif dan kekurangannya di era teknologi yang luar bisa ini anak-anak kebanyakan cheating. Dalam artian gini kan banyak aplikasi tuh	**(Kode: Ndre)**

		sekarang. Biasanya yang terjadi seperti itu jadi males untuk brainstorming sendiri. Sedangkan minat bahasa inggris anak sma 4 kurang. Jadi yang bener bener mau yam au. Tapi saya selalu memberi motivasi kepada anak-anak. (Kode: Ndre)	
Evaluasi (Kode: EVS)	19.	Evaluasi bahkan terjadi bahkan saat konsultasi menulis jadi di proses konsultasi ada evaluasi secara langsung. Nah, kalau pun pada akhirnya nanti setekah produk akhir biasannya secara general saya akan menjelaskan di kelas kesalahan yang terjadi yang masih terjadi itu saya sebutkan secara langsung. Jadi evaluasi massa karna ga mungkin anak sebanyak itu saya ampu satu- satu karena terbatas waktu. Saya sudah jawab sebelumnya, tapi saya selau sebutkan di kelas atas nama ini atau ini, tolong kalau ada waktu longgar ketemu pak andre karena itu yang bisa saya asah yang lain tolong kelemahan mu ini yang kelas 10 segera diperbaiki karena kamu akan menemui tantangan baru di kelas berikutnya. (Kode: Ndre) Eee Kami menggunakan berbagai metode evaluasi untuk menilai efektivitas metode tersebut ya, termasuk hmm tes tertulis, penilaian tugas-tugas yang telah dikerjakan siswa, dan observasi langsung di kelas. Dari hasil evaluasi sementara, kami melihat ada peningkatan signifikan dalam kemampuan menulis siswa. Mereka lebih mampu mengorganisir ide-ide mereka, menggunakan tata bahasa dengan benar, dan menulis dengan lebih kreatif. (Kode: Sucipt) Hmm, jadi gini. Evaluasi sebenarnya dimulai saat kita masih dalam proses menulis. Kita bisa konsultasi langsung dengan guru dan mendapatkan apa namanya kyak penjelasan gitu.. langsung di situ. (kode: Rism) Kalo setelah tugas dikumpulkan, guru biasanya menjelaskan kesalahan umum di kelas. Karena waktu terbatas, guru nggak bisa memberi satu per satu ke semua siswa, jadi fokusnya langsung yang buat semua siswa.(Kode: Dan) Eee, selama evaluasi tu kaka dari Pak Andreas itu biasanya bertahap dan terus menerus. Bahkan saat konsultasi menulis, sudah ada evaluasi langsung. Setelah projek akhir dikumpulkan, beliau biasanya	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Rism)** **Kode: Dan)** **(Kode: Ais)**

		menjelaskan kesalahan umum di kelas. Karena nggak mungkin satu-satu waktunya habis nanti, beliau sebutkan beberapa nama untuk ketemu langsung. Pak Andreas juga sering kasih tahu kelemahan umum yang perlu diperbaiki, terutama buat kita yang kelas 10. (Kode: Ais)	
Follow Up (Kode: FLU)	20.	Data tersebut berguna untuk memberikan asessmen indivudu, karena sudah terindenfitikasi anak di kelompok ini lemahnya disini nah jadi kan dalam kumer pembelajaran terdiferensisasi itu kelulusan anak-anak sesuai dengan ukurannya.Kalau anak tidak bisa menulis tidak mungkin akan dipaksakan untuk bisa menulis. Nah datanya itu digunakan untuk menyesuaikan stndar kelulusan siswa dalam menulis. (Kode: Ndre) Eeee ya Setelah evaluasi, kami mengadakan pertemuan dengan guru untuk membahas hasil dan mencari solusi untuk setiap kendala yang muncul. Kami juga memberikan pelatihan lanjutan jika diperlukan, serta terus memantau dan mendokumentasikan perkembangan siswa. Selain itu, kami mengadakan forum diskusi dengan siswa untuk mendapatkan masukan mereka mengenai proses pembelajaran.(Kode: Sucipt) Ohh.. itu Mr. Andreas biasanya memberikan penilaian individu dan kelompok. Kelemahan masing-masing siswa diperhatikan dengan penerapan pembelajaran yang berbeda. Jadi, standar kelulusan hmm itu disesuaikan dengan kemampuan siswa. Kami tidak dipaksa untuk bisa menulis jika kami tidak memenuhi standar yang sesuai, tetapi diberikan remedial. (Kode: Dan) Ehmm Pak Andreas itu ngasih evaluasi atau nilai dan trus memberikan penilaian individu berdasarkan hasilnya. Beliau itu kyak apa ya kak.. cari setiap kelemahan kami dan menerapkan metode pembelajaran yang sesuai dengan kebutuhan siswany… jadi tergantung. Standar kelulusan disesuaikan dengan kemampuan kami, proses, dan remedial jika kami tidak memenuhi standar. (Kode: Rism) Hmm setelah evaluasi, pak Andreas menilai kami secara individu dan menyesuaikan standar kelulusan	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Dan)** **(Kode: Rism)** **(Kode: Essa)**

		berdasarkan hasilnya. Dia melihat kelemahan setiap siswa truss.. menerapkan pembelajaran yang berbeda sesuai dengan kebutuhan individu siswa. Kami ya tidak dipaksa untuk selalu bisa menulis jika kami tidak memenuhi standar yang sesuai, tetapi guru selalu melatih kami, sehingga pembelajaran menjadi lebih fleksibel. Namun, terkadang guru memberikan tugas tambahan jika mereka tidak memenuhi standard. (Kode: Essa)	

Blitar, ……., 2024

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PARTICIPANT OBSERVATION FIELD NOTE

Hari/Tanggal :	**Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah, guru dan siswa kelas 10 J.**
Kode Observasi :	**Gru (Ndre), SSW**	**Instrumen :**	***Catatan Lapangan Observasi/Field notes***
Catatan :	**Catat dengan lengkap sebelum dilakukan kondensasi data**		

Fokus	No	Fenomena yang tampak	Catatan (Relevansi)
Perencanaan (Kode: PRC)	1	Guru merancang tujuan pembelajaran, lesson plan sesuai dengan materi dan metode pembelajaran, scenario pembelajaran.	2023/2024
	2	Guru menyiapkan perangkat pembelajaran seperti Modul Ajar, absensi, buku ajar bahasa inggris kelas 10, materi chapter fractured story berupa teks dan link, dan buku penilaian.	2023/2024
	3	Guru merancang dan menyiapkan bahan ajar dari buku lks, E dictionary dan juga sebuah link materi Fractured story yang akan di share ke siswa.	Mei 2024
	4	Guru memyiapkan sebuah gambaran topik contoh teks seperti Snow white versi modern dan versi original untuk memancing siswa yang berkaitan dengan materi	Mei 2024
	5	Guru mempersiapkan tugas siswa sesuai rencana pembelajaran yang berupa membandingkan fractured story “Little Red Riding Hood” yang ada 2 versi lalu meminta siswa untuk membuat teks bebas memalui materi tersebut secara berkelompok.	Mei 2024
	6	Guru merancang rubrik penilaian sesuai dengan materi dan penugasan.	Mei 2024
Implementasi (Kode: IMP)	7	Guru memasuki kelas dengan melakasanakan pembukaan berupa salam, sapaan, do’a, dan absensi. (Pembukaan) Gru (Ndre) (Ndre): “Assalamualaikum wr.wb. Good morning students! and how are you doing guys?” SSW: “Waalaikumsalam wr.wb. Good morning, sir! We’re fine.” Gru (Ndre) : “Are you ready for the lesson, guys?” SSW: “Yes, sir” (Guru berdoa dan melakukan absensi)	10.40-10.50
	8	Guru melakukan pembukaan topic yang dibahas dengan topik pemantik, menjelaskan materi pembelajaran yang akan dibahas dan guru meminta siswa membuka buku chapter 2 materi fractured story. Gru (Ndre): “Nah, disini ada yang pernah cerita Malin kundang atau snow white?” SSW: “Ya, pernah pak.” Gru (Ndre): “Kalo snow white ceritanya gimana?” SSW: “Itu pak yang ada kurcacinya”	10:50 - 11:00

		SSW: “Yang tidur karena makan apel” Gru (Ndre): “Nah, coba dibuka buku chaper berikutnya dan link yang saya kirim di Gru (Ndre)p. Itu ada cerita asli dan versi modernnya coba snow white kan setting waktunya zaman dulu ya di hutan tempatnya. Nah, bagaimana kalau ternyata snow white itu diceritakan di masa depan. Nah snow white di ceritakan hidup di masa modern dengan ibu yang menyayanginya dan dia hidup seperti kalian ya… bersekolah dan mempunyai akun sosmed gitu. Dia diceritakan sebagai orang bandung. Bisa di bayangkan ya?” SSW: “Itu ceritanya agak beda ya pak Gru (Ndre): Kalian pernah denger tidak cerita yang seperti itu?” SSW: “belum pernah pak” Gru (Ndre): “Nah, Hari ini kita akan belajar menulis cerita dengan metode yang sedikit berbeda. Apakah kalian pernah mendengar tentang 'Fractured Story?” SSW: “Belum pernah, Pak.”	
	9	Guru menulis materi Fractured Story terkait pengertian, ciri-ciri dan contoh. Guru memberi penjelasan pembelajaran Fractured story dengan materi dan bahan ajar yang telah disiapkan. Gru (Ndre): “Right perhatikan ya.. , students.. pernahkah kalian membayangkan sebuah cerita yang dipecah-pecah menjadi potongan-potongan kecil, seperti puzzle? Setiap potongan itu memiliki cerita sendiri, tapi saling berkaitan satu sama lain. Nah, itulah yang disebut dengan 'Fractured Story' atau bahasa indonesianya cerita retak ya tapi tidak retak maksudnya itu cerita asli yang di re-write sebagaimana menjadi cerita yang memiliki perbedaan. Dengan teknik ini, penulis mengajak kita untuk melihat sebuah peristiwa dari berbagai sudut pandang, sehingga kita mendapatkan pemahaman yang lebih dalam dan kompleks tentang cerita tersebut. Sampai sini.. Do you understand?” SSW: "Yes, sir” Gru (Ndre): “Kalau dalam cerita biasa, alurnya biasanya berjalan secara berurutan, dari awal sampai akhir. Tapi dalam cerita yang retak, alurnya bisa melompat-lompat antara masa lalu, sekarang, dan masa depan. Atau bisa juga dimulai dari tengah cerita. Ini membuat pembaca jadi lebih penasaran dan harus berpikir lebih keras untuk memahami ceritanya. Sudah paham ya? Sekarang coba kalian baca materi link yang sudah dikirim dan juga pada buku. Kalian buka 2 contoh teks original dan fractured story nya.. di baca” SSW: “Yes, sir”	11.00-11.15
	10	Guru meminta siswa untuk mendiskusikan teks secara berkelompok dan membandingkan perbedaannya. Gru (Ndre): "Oh ya, untuk contoh teks nya berdiskusi secara berkeolompok. Kita pair aja ya biar tidak memnyita waktu, secara berpasangan ya. Perhatikan contoh teksnya. Disitu dibaca seksama. Diskusikan dengan teman sebangku kalian tentang perbedaan dan	11.15-11.30

		kesamaan kedua teks ini..untuk waktu 15 cukup lah yaa" SSW: “Baik, pak” S1: “Pak untuk yang duduk sendiri bagaimana?” Gru (Ndre): “ Gabung saja sama yang lain” (Siswa mulai berdiskusi dalam pasangan selama 15 menit) Gru (Ndre): “ Bagaimna sudah menemukan perbedaan?” S2: “Iya, pak, teks yang modern lebih sulit dipahami karena masih cenderung baru membaca cerita versi ini.” S3: “kalo kita harus memahami kembali.” Gru (Ndre): “Baik, apakah ada yang mau berbagi hasil diskusinya lagi?” S4: “Teks yang utuh lebih mudah dipahami karena alur ceritanya jelas, sedangkan yang terpecah membuat kita harus menyusun kembali urutannya.”	
	11	Guru meminta siswa untuk menyusun draft selama 20 menit Gru (Ndre): “Bagus sekali, itulah tujuan kita hari ini untuk memahami bagaimana itu fractured story. Sekarang, silakan kalian mulai menyusun draft cerita dari teks yang terpecah. Kemudian tugas ya...untuk tugasnya buatlah draft cerita kalian sendiri dengan tema bebas. Waktunya 20 menit ya Ingat, perhatikan alur cerita dan pastikan setiap bagian terhubung dengan baik.” (Siswa mulai menyusun draft mereka) Group 1: "Pak, saya masih bingung dengan urutan di bagian ini, bisa dibantu?" Gru (Ndre): "Tentu, mari kita lihat bersama. Bagian ini harusnya menyambung dengan bagian sebelumnya yang conflict lalu menemukan solusi. Coba kita susun ulang." (Guru memberikan arahan) Group 1: "Oh, jadi begitu urutannya. Terima kasih, Pak." Gru (Ndre): "Sama-sama. Jika ada yang lain yang bingung, jangan ragu untuk bertanya." (Setelah beberapa waktu, siswa bertukar draft dengan teman sebangku untuk mendapatkan umpan balik) Group 1: "Menurutku, bagian akhir ceritamu bisa ditambahkan lebih banyak detail tentang bagaimana pahlawan menyelamatkan desa." Group 2: "Terima kasih atas sarannya. Aku akan perbaiki." Gru (Ndre): Kemudian kalau sudah, bisa dipresentasikan di depan. SSW: baik , pak. (Siswa, melalukan presentasi hasil draft yang telah selesai).	11.30-11. 45
Evaluasi (Kode: EVS)	12	Guru meminta siswa untuk melakukan presentasi, guru melakukan umpan balik, penilaian dan sesi refleksi Gru (Ndre): "Sekarang, mari kita presentasikan cerita yang sudah kalian susun. Siapa yang mau mulai?" Group 3: "Saya, Pak. Cerita saya tentang seorang Cinderella yang hidup di zaman modern pak.. Dimana disitu teknologi tu sudah sangat canggih" (Siswa mempresentasikan hasil draftnya)	11.45-12.00

		Gru (Ndre): "Bagus sekali, ceritamu sudah tersusun dengan baik. Coba tambahkan lebih banyak detail di bagian klimaks agar lebih menarik." Group 4: "Pak, cerita saya tentang snow white juga. Tapi disini dengan alur yang berbeda pak." Gru (Ndre): "Baik, ceritamu juga bagus. Mungkin bisa ditambahkan lebih banyak dialog untuk memberikan karakter lebih hidup." (Siswa beruruatan mempresentasikan hasil draft) (guru melakukan penilaian dengan rubric) Gru (Ndre): "Terima kasih semuanya atas presentasinya. Kalian semua sudah bekerja keras hari ini. Kebanyakan dari kalian masih kurang di penngembangan alur cerita dan idenya. Tapi gak apa-apa..minggu depan kita benahi lagi. Saya akan mengumpulkan dan menilai draft kalian berdasarkan rubrik yang sudah kita bahas sebelumnya. Jangan lupa untuk terus berlatih menulis di rumah." SSW: "Terima kasih, Pak Andre." G: "Sama-sama. Sampai jumpa di pertemuan berikutnya."	
	13	Guru melakukan penutupan dan salam. (Penutup) G: “Sampai jumpa di pertemuan selanjutnya ya jangan lupa untuk selalu belajar. Wassalamualaikum wr.wb, see you” SSW : “ Waalaikumussalam wr. wb, see you sir” (Peneliti mengucapkan terimakasih pada Guru) PNL: "Pak Andreas, terima kasih banyak. Pembelajaran tadi sangat menarik dan interaktif." Gru (Ndre): "Terima kasih. Saya senang bisa berbagi metode ini dengan siswa dan melihat mereka aktif berpartisipasi."	12.00
Follow Up (Kode: FLU)	14	Guru mengidentifikasi kelemahan siswa melalui analisis hasil kerja siswa pada materi fractured story. Guru mengklasifikasikan nilai siswa yang masih kurang dari KKM dan yang sudah mencapai KKM.	Mei 2024
	15	Dari nilai yang masih kurang maka guru merancang remedial atau tugas lanjutan yang sesuai dengan rata-rata kelemahan siswa.	Mei 2024

OBSERVATION CONTACT SUMMARY

Nama Pengajar: Andres M, Pd
Mata Pelajaran: Bahasa Inggris
Kelas: Kelas 10
Topik Pembelajaran: Fractured Story
Tanggal Observasi: 20 Mei 2024

1. Perencanaan (Kode: PRC)

Selama tahap perencanaan, Guru Ndre dengan teliti merancang tujuan pembelajaran yang selaras dengan materi dan metode yang akan digunakan. Guru memastikan bahwa lesson plan mencakup semua skenario pembelajaran yang relevan untuk mencapai tujuan yang diinginkan. Guru juga menyiapkan berbagai perangkat pembelajaran seperti Modul Ajar, absensi, dan buku ajar Bahasa Inggris untuk Chapter "Fractured Story". Guru memanfaatkan buku LKS dan E-dictionary sebagai referensi, serta menyertakan link materi yang akan dibagikan kepada siswa. Selain itu, Guru merencanakan aktivitas diskusi dengan menggunakan topik-topik familiar seperti "Snow White" dalam versi modern dan original, guna memancing minat siswa terhadap materi yang akan dibahas. Tugas yang disiapkan oleh Guru melibatkan siswa dalam membandingkan dua versi dari cerita "Little Red Riding Hood" dan kemudian meminta mereka membuat teks baru secara berkelompok. Guru juga merancang rubrik penilaian yang sesuai dengan materi dan tugas yang diberikan.

2. Implementasi (Kode: IMP)

Implementasi pembelajaran dimulai dengan Guru Ndre memasuki kelas dan membuka pelajaran dengan salam, doa, dan absensi. Guru kemudian memperkenalkan topik "Fractured Story" dengan mengaitkannya pada cerita-cerita yang familiar bagi siswa, seperti "Snow White". Guru memberikan penjelasan mendalam mengenai konsep "Fractured Story", menjelaskan bahwa cerita ini dapat dipecah menjadi potongan-potongan yang saling terkait namun dapat melompat-lompat dalam alur waktu. Setelah itu, siswa diminta untuk membuka buku ajar dan link yang telah dibagikan untuk membaca contoh-contoh teks asli dan versi fractured. Siswa juga diarahkan untuk berdiskusi secara berpasangan untuk membandingkan dan memahami perbedaan antara versi teks yang berbeda. Diskusi berlangsung selama 15 menit, di mana siswa berbagi pemahaman dan kesulitan yang mereka hadapi terkait cerita fractured. Guru kemudian memberikan tugas kepada siswa untuk menyusun draft cerita fractured mereka sendiri dalam waktu 20 menit, dengan panduan untuk memastikan setiap bagian cerita terhubung dengan baik.

3. Evaluasi (Kode: EVS)

Setelah siswa menyelesaikan draft cerita mereka, Guru Ndre meminta siswa untuk mempresentasikan hasil kerja mereka di depan kelas. Guru memberikan umpan balik yang spesifik dan konstruktif, seperti menambahkan detail pada bagian klimaks cerita atau memperbaiki alur cerita yang kurang jelas. Guru juga menggunakan rubrik yang telah dirancang untuk menilai setiap presentasi siswa, dan memberikan penekanan pada pengembangan alur cerita dan ide. Di akhir sesi, Guru memberikan apresiasi atas usaha siswa, meskipun masih ada beberapa kekurangan yang harus diperbaiki di pertemuan selanjutnya. Guru menekankan pentingnya terus berlatih menulis di rumah sebagai bagian dari evaluasi yang berkelanjutan.

4. Tindak Lanjut (Kode: FLU)

Sebagai tindak lanjut dari observasi dan evaluasi, Guru Ndre melakukan analisis terhadap hasil kerja siswa, mengidentifikasi kelemahan yang umum dihadapi oleh siswa pada materi "Fractured Story". Guru kemudian mengklasifikasikan nilai siswa berdasarkan Kriteria Ketuntasan Minimal (KKM), menentukan siapa saja yang membutuhkan remedial atau tugas tambahan. Guru merancang kegiatan remedial yang dirancang khusus untuk mengatasi kelemahan-kelemahan tersebut, dengan tujuan membantu siswa mencapai pemahaman yang lebih baik terhadap materi yang telah diajarkan.

Blitar, ……., 2024

Reviewer and Validator

Dr. Supriyono, M.Ed.	**Yusniarsi Primasari, M.Pd.**
NIDN. 0722036301	**NIDN. 0708088802**

DOCUMENTATION FIELD NOTE

Hari/Tanggal :	**Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah, guru dan siswa kelas 10 J.**
Kode Dokumentasi :		**Instrument :**	***Catatan Lapangan Dokumentasi***
Catatan :	**Catat dengan lengkap sebelum dilakukan kondensasi data**		

Fokus	No	Dokumen	Isi Dokumen
Perencanaan (Kode: PRC)	1.	Guru memperlihatkan perangkat pembelajaran yang dipersiapkan seperti ATP .	Dokumen berisi capaian pembelajaran fase E dan Alur tujuan pembelajaran materi bahasa inggris kelas 10.
	2.	Guru memperlihatkan Modul ajar kelas 10 materi fractured story yang telah dirancang.	Dokumentasi berisi lesson plan guru pada materi fractured story dari detail nama sekolah, materi, kelas, capaian pembelajaran hingga media dan metode pembelajaran. Modul ajar juga berisi rubric penilain dan jug pengayaan.
	3.	Guru menunjukkan dan mempersiapkan perangkat pembelajaran berupa Absensi.	Dokumentasi berisi Absensi siswa kelas 10 J.
	4.	Guru mempersiapkan Buku Kelas 10	Dokumentasi berisi materi chapter 2 fractured story kelas 10.
	5.	Guru memperlihatkan dan mempersiapkan Materi tambahan ajar fractured story.	Dokumentasi berisi materi web materi yang dirancang guru terkait materi fractured story serta penugasan.
	6.	Guru mempersiapkan lembar penilaian	Dokumentasi berisi lembar penilaian tugas writing.
Implementasi (Kode: IMP)	7.	Guru melakukan absensi menggunkan Buku absensi siswa.	Dokumentasi berisi Absensi siswa kelas 10 J.
	8.	Guru menggunakan buku bahasa inggris kelas 10 dalam proses pembelajaran.	Dokumentasi berisi materi chapter 2 fractured story kelas 10.
	9.	Guru membagikan sebuah link web yang berisi materi tambahan yang telah dirancang guru sehingga siswa membaca dan mendiskusikannya.	Dokumentasi berisi materi web materi yang dirancang guru terkait materi fractured story serta penugasan terdiri dari pengertian teks, elemen, contoh teks, unsur teks dll.
Evaluasi (Kode:EVL)	10.	Guru mengevaluasi siswa dengan menggunakan rubric penilaian.	Dokumentasi berisi rubric nilai writing siswa yang tercantun pada modul ajar.
	11.	Guru memberikan penilaian siswa dalam lembar nilai siswa.	Dokumen berisi daftar kolom penilaian siswa sesuai absensi.
Follow Up	12.	Guru mengidentifikasi dan	Dokumentasi berisi draft writing

(Kode: FLU)		menganalisis lembar hasik kerja siswa (draft siswa).	hasil kerja siswa.
	13.	Guru menentukan standard keberhasilan tujuan pembelajaran berdasrkan lembar penilaian siswa.	Dokumentasi bersisi daftar nilai siswa.
	14.	Guru merancang atau mempersiapkan soal dan penugasan tambahan guna remedial pada siswa yang belum memenuhi standard ketercapaian pembelajaran.	Dokumentasi berisi tugas untuk remidal berdasarkan materi terkait.

Blitar, ……., 2024

Reviewer and Validator

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NIDN. 0722036301

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INTERVIEW CONTACT SUMMARY

Date :	**Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah, guru dan siswa kelas 10 J.**
Kode Wawancara :	**Sucipt, Ndre, Dan, Essa, Rism, Ais**	**Instrumen :**	***Recording/Interview Notes/ Ilist nterview***
Catatan :	**In-depth interview, Probbing, Hindari *Leading,* Pertanyaan lanjutan**		

Fokus	No	Wawancara	Catatan
Perencanaan (Kode: PRC)	1	Sebagai Kepala Sekolah SMAN 4 Blitar, saya bertanggung jawab atas manajemen keseluruhan sekolah, termasuk pengelolaan kurikulum, fasilitas, kesejahteraan siswa dan staf, serta hubungan dengan masyarakat. Saya memastikan program pendidikan berjalan sesuai standar pemerintah dan kebutuhan siswa, memantau kualitas pembelajaran serta interaksi guru dan siswa. Selain mendukung pendidikan akademik, saya juga mendorong pengembangan kemampuan non-akademik siswa. (Kode: Scipt)	**(Kode: Sucipt)**
	2	Pandangan saya mengenai TBLT adalah bahwa metode ini menarik dan banyak digunakan, terutama dalam pembelajaran bahasa, termasuk bahasa Inggris. TBLT fokus pada tugas nyata dan relevan untuk mengembangkan keterampilan berbahasa siswa. Di SMAN 4 Blitar, kami mengadopsi metode ini karena memberi kesempatan kepada siswa untuk belajar lebih aktif dan kontekstual, serta mengembangkan kemampuan menulis mereka melalui tugas-tugas yang disampaikan oleh guru, sering kali dalam bentuk proyek akhir. (Kode: Scipt)	**(Kode: Sucipt)**
	3	SMAN 4 Blitar bekerja sama dengan beberapa institusi pendidikan dan universitas yang ahli dalam TBLT. Mereka membantu dalam pelatihan guru dan menyediakan materi pembelajaran tambahan bagi siswa. Kami juga mendapat dukungan dari dinas pendidikan setempat melalui pelatihan dan supervisi. (Kode: Scipt)	**(Kode: Sucipt)**
	4	Di SMAN 4 Blitar, kami menggunakan Kurikulum Merdeka Belajar yang memberikan fleksibilitas lebih bagi guru dan siswa, dengan tujuan menciptakan pembelajaran yang berpusat pada siswa. Dalam pembelajaran bahasa Inggris, kami	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode:Dan)**

		membuat siswa lebih aktif dan terlibat melalui diskusi kelompok, presentasi, dan proyek praktis. Selain belajar teori, siswa juga langsung mempraktikkannya. Kami juga menekankan pengembangan keterampilan abad 21 seperti berpikir kritis, kreativitas, kolaborasi, dan komunikasi, untuk mempersiapkan siswa menghadapi tantangan masa depan. (Kode: Ndre) Pada tahun ajaran ini, SMAN 4 Blitar menggunakan Kurikulum Merdeka, yang dirancang untuk memberikan fleksibilitas dan kemandirian bagi siswa dan guru. Kurikulum ini bertujuan mengembangkan potensi siswa secara optimal dengan pembelajaran yang interaktif dan adaptif. Salah satu fitur utamanya adalah proyek penguatan profil pelajar Pancasila, di mana siswa terlibat dalam proyek nyata untuk mengembangkan kemampuan kognitif, afektif, dan psikomotorik. Kami juga terus melakukan pelatihan dan pengembangan profesional bagi guru, serta meningkatkan fasilitas dan sumber daya sekolah. Partisipasi dan dukungan dari orang tua dan masyarakat sangat kami hargai, karena keberhasilan pendidikan melibatkan semua pihak terkait. (Kode: Scipt) Di SMAN 4 Blitar, kami menggunakan Kurikulum Merdeka Belajar yang berfokus pada siswa. Kurikulum ini membuat siswa lebih aktif dalam belajar, misalnya melalui diskusi kelompok dan presentasi dalam pelajaran bahasa Inggris. Kami juga bisa belajar topik yang kami minati, seperti teknologi atau budaya. Guru menggunakan video dan aplikasi untuk membuat belajar lebih menarik dan tidak membosankan. (Kode: Dan)	
	5	Di SMAN 4 Blitar, kami menggunakan metode Task-Based Language Teaching (TBLT) dan Project-Based Learning untuk pelajaran menulis. Metode TBLT dirancang agar siswa aktif dan terlibat dengan tugas-tugas menulis yang relevan dengan kehidupan sehari-hari, seperti menulis email resmi, laporan, artikel, atau cerita pendek. Sementara itu, Project-Based Learning menantang siswa untuk menulis secara kreatif dan kritis melalui proyek seperti cerita pendek, artikel, esai, atau blog. Proyek-proyek ini sering terkait dengan topik yang relevan dengan kehidupan mereka atau isu-isu global, sehingga siswa dapat melihat hubungan antara tulisan mereka dan dunia nyata. (Kode: Ndre)	**(Kode : Ndre)**
	6 .	Anak-anak sekarang kurang fokus dengan metode ceramah dan lebih menyukai pembelajaran yang aktif, sesuai dengan semangat Kurikulum Merdeka yang berpusat pada siswa. Project-Based Learning dan Task-Based Learning memungkinkan guru mengeksplorasi potensi siswa secara terdiferensiasi,	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Dan)** **(Kode: Essa)** **(Kode: Rism)** **(Kode: Ais)**

		menyesuaikan dengan latar belakang mereka. Metode ini mencakup tugas kelompok dan individu, dengan tugas individu biasanya diberikan di akhir semester sesuai minat siswa. (Kode:Ndre)	
	7	Dalam pelajaran menulis, siswa sering kesulitan menemukan ide dan mengekspresikannya karena terbentur masalah grammar. Ironisnya, teknologi malah membuat mereka malas dan kurang termotivasi untuk belajar mandiri. Banyak yang menggunakan Google Translate atau copy-paste artikel dari internet. Saya peringatkan mereka meski diam-diam saya tahu. Penggunaan AI juga menjadi tantangan karena sulit dilacak, namun berdasarkan naluri dan penampilan siswa yang mendadak meningkat, saya bisa menduga mereka tidak mengerjakan sendiri. Ini tidak mendukung pembelajaran yang sebenarnya. (Kode: Ndre) Tantangan di SMAN 4 Blitar meliputi kurangnya motivasi siswa untuk berpartisipasi aktif dan kendala teknis seperti keterbatasan fasilitas dan teknologi. Kami mengatasi ini dengan meningkatkan fasilitas dan memberikan motivasi kepada siswa. (Kode: Scipt) Permasalahan dalam pembelajaran tidak terletak pada cara guru mengajar, tetapi lebih pada minat siswa yang bervariasi. Ada yang paham materi, ada yang tidak, biasanya karena kurangnya minat belajar. Banyak siswa juga kesulitan dalam membuat ide dan sering bingung. Siswa yang tertarik pada bahasa Inggris sering dipengaruhi oleh keluarga atau minat pada subjek lain yang terkait, seperti sejarah.(Kode: Dan) Permasalahan menulis dalam bahasa Inggris sering kali kurang latihan, sulit menentukan ide, dan kesulitan dengan tenses. (Essa) Ada permasalahan, namun bahasa Inggris menarik, asik, dan nyaman untuk dipelajari. Saya cukup menyukainya. (Rism) Permasalahan utama adalah kurangnya minat. Saya tidak terlalu berminat pada bahasa Inggris karena sulit dipahami sebagai bahasa asing. (Ais)	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Dan)** **(Kode: Essa)** **(Kode: Rism)** **(Kode: Ais**)
	8	Saya selalu mengingatkan siswa untuk tidak menggunakan AI dan maksimal menggunakan Google Translate atau kamus online, dengan membaca ulang karena Google Translate sering tidak akurat. Banyak siswa kesulitan memahami materi, jadi saya memberi mereka kesempatan untuk bertanya dan menyampaikan ide. (Kode: Ndre) Kami menghadapi tantangan dengan memberikan semangat dan bimbingan kepada siswa agar memahami manfaat metode TBLT. Kami juga	(Kode: Ndre) (Kode: Sucipt) (Kode: Dan) (Kode: Essa)

		meningkatkan fasilitas sekolah seperti menambah komputer dan memperbaiki akses internet. Selain itu, kami mengajak orang tua siswa untuk mendukung pembelajaran di rumah. (Kode: Scipt) Jika ada yang tidak paham, kami bisa bertanya langsung kepada Pak Andre yang akan menjelaskan. Kami juga disuruh membaca ulang sebelum menulis. (Kode: Dan) Jika tidak paham, kami bertanya ke Pak Andreas secara langsung. Ketika bosan, kami diberi waktu untuk relaksasi dengan cerita-cerita untuk mengembalikan semangat. (Kode: Essa)	
	9	Kami mempersiapkan lesson plan berdasarkan modul dan memulai dengan diskusi untuk memicu ide siswa. Proses pembelajaran menulis mencakup penentuan topik, merancang tugas-tugas pendukung, menyediakan contoh, dan memberikan umpan balik konstruktif. Kami juga menggunakan teknologi seperti E-dictionary dan artikel materi. Persiapan kelas mencakup absensi, lembar penilaian, LKS, dan materi yang akan dibahas. (Kode : Ndre) Guru-guru kami telah menerima pelatihan khusus untuk menerapkan metode pembelajaran menulis melalui workshop dan sesi pelatihan rutin. Kami mendukung implementasi pembelajaran berbasis task di kelas dengan membantupemantauan pada guru dalam merancang rencana pembelajaran, menyediakan fasilitas dan sumber daya, serta memberikan umpan balik berkala. Kami juga aktif berkoordinasi dengan guru untuk memastikan perencanaan pembelajaran menulis berjalan lancar dan efektif, dengan tujuan penerapan metode berbasis task dan proyek ini maksimal untuk manfaat siswa. (Kode: Sucipt) Kami merasa tugas menulis yang dirancang oleh guru membantu kami dalam memahami cara menulis yang baik. (Kode: Essa)	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Essa)**
	10	Metode yang paling efektif mungkin tidak ada, tetapi mendekati ideal adalah memberikan contoh, topik bervariasi, langkah menulis yang benar, dan melatih siswa secara bertahap. Mulai dari drafting, paragraf pendek, lalu essay penuh mendekati optimal meskipun tidak paling efektif. (Kode: Ndre)	(**Kode: Ndre)**
	11	Saya menggunakan sumber belajar tambahan dari materi yang saya buat di tempat lain, seperti permainan vocabulary dan teks untuk writing. (Kode: Ndre) Sumber belajar tambahan biasanya berasal dari buku yang di-scan, yang bisa menampilkan video,	**(Kode:Ndre)** **(Kode: Rism)** **(kode: Ais)**

		suara, atau teks. (Kode: Rism) Terkadang kami menggunakan kamus atau sumber online melalui tautan bersama. Dalam pengajaran menulis, guru sering menggunakan kamus untuk membantu siswa memahami arti kata dan tata bahasa. Selain itu, guru memanfaatkan materi online seperti artikel atau video sebagai contoh untuk siswa. Misalnya, ketika guru memberikan link, biasanya mengarah ke situs-situs latihan atau tips menulis. Hal ini memungkinkan kita untuk belajar dari berbagai sumber dan menyempurnakan tulisan kita. Guru juga sering mencari referensi tambahan dari blog atau situs pendidikan agar pembelajaran lebih menarik dan bermanfaat. (Kode: Ais)	
Implementasi (Kode: IMP)	12.	Prosedur penulisan dimulai dengan pemberian topik dan contoh kepada siswa. Prosesnya melibatkan drafting, pembuatan paragraf pendek, dan penulisan esai penuh. Siswa mulai dengan drafting dan berkonsultasi mengenai draft tersebut. Di akhir semester, tugas akhir berupa full writing diselesaikan berdasarkan draft sebelumnya. (Kode: Ndre) Penerapan Task-Based Language Teaching (TBLT) di SMAN 4 Blitar melibatkan pelatihan guru melalui workshop untuk memahami metode TBLT. Guru merancang tugas yang relevan dengan kehidupan sehari-hari siswa dan memfasilitasi pelaksanaan tugas di kelas. Setelah tugas selesai, siswa mendapatkan umpan balik melalui presentasi atau diskusi. Evaluasi berkelanjutan dilakukan untuk perbaikan, dengan peningkatan fasilitas dan sumber daya sekolah. (Kode : Scipt) Tugas tergantung pada materi yang diajarkan. Jika LKS meminta untuk mengerjakan soal, maka siswa harus mengerjakan soalnya. Jika diminta untuk membaca cerita, mereka harus membaca cerita tersebut. Siswa juga pernah diminta untuk membuat teks baru setelah membaca cerita, seperti menulis ulang atau membuat teks dengan tema serupa. Kegiatan ini membantu mereka memahami materi dengan lebih baik dan meningkatkan keterampilan menulis. (Kode: Essa) Pak Andre biasanya memulai kelas dengan salam dan absen, kemudian menjelaskan materi yang akan disampaikan setelah memberikan trigger. Dia membawa bahan ajar seperti buku atau lembar soal dan sering menampilkan contoh teks yang relevan. Setelah menjelaskan materi, Pak Andre memberikan tugas, misalnya menulis cerita pendek secara bertahap, serta panduan untuk menyelesaikannya. Selama pengerjaan, guru selalu siap membantu jika ada yang kesulitan. Setelah	**(Kode : Ndre) (Kode: Sucipt) (Kode: Essa) (Kode: Dan) (Kode: Ais)**

		tugas selesai, siswa melakukan presentasi atau diskusi di depan kelas, di mana mereka mendapatkan koreksi dari guru untuk memahami kesalahan dan kebenaran. (Kode: Dan) Pembukaan kelas biasanya dimulai dengan salam dan literasi, lalu seringkali ada pancingan sebelum masuk ke materi. Siswa disuruh membuka buku pelajaran dan membaca, serta mengerjakan tugas. Dalam proyek, mereka diminta untuk menulis teks, seperti perkenalan diri, dan menyampaikannya di depan kelas dalam bentuk presentasi. Kegiatan ini membantu mereka berlatih public speaking dan meningkatkan kemampuan bahasa Inggris, meskipun terasa menegangkan. (Kode: Ais)	
	13.	Guru menjelaskan pentingnya menulis bahasa Inggris yang baik dengan contoh konkret seperti menulis CV atau surat lamaran untuk perusahaan asing. Selama konsultasi penulisan draft, guru selalu memberikan feedback dan bimbingan. (Kode: Ndre) Guru sering menanyakan kepada siswa apa yang belum dipahami dan apa yang sulit, memastikan pemahaman mereka. (Kode: Essa) Selama mengerjakan tugas, guru selalu siap membantu jika ada kesulitan atau pertanyaan. Guru memberikan saran selama proses belajar, mengadakan presentasi, memberikan koreksi, dan melakukan sesi diskusi serta tanya jawab setelah tugas selesai. (Kode: Dan)	**(Kode : Ndre)** **(Kode: Essa)** **(Kode: Dan)**
	14.	Penataan tempat duduk fleksibel sesuai kenyamanan siswa. Untuk metode project/task-based learning, pengaturan disesuaikan dengan format tugas (pair, kelompok). Waktu pengerjaan tugas lebih ketat, misalnya 60 menit untuk drafting dan penyelesaian tugas. Penilaian didasarkan pada pencapaian target waktu dan kualitas pekerjaan, serta memperhatikan karakteristik dan usaha siswa. (Kode: Ndre) Penataan tempat duduk biasanya biasa saja, namun disesuaikan saat kerja kelompok sesuai metode pengajaran Pak Andre. (Kode: Dan) Tempat duduk kadang tetap, tetapi disesuaikan jika pembelajaran dilakukan secara kelompok. (Kode: Rism)	**(Kode: Ndre)** **(Kode: Dan)** **(Kode: Rism)**
	15.	Fasilitas khusus di kelas tidak disediakan, namun siswa diberikan kebebasan mengakses sumber belajar seperti Google atau Google Scholar. Tantangannya adalah siswa sering melakukan copy-paste, tetapi guru bisa membedakan hasil pemikiran asli siswa dari hasil copy-paste berdasarkan diksi dan kualitas terjemahan. (Kode: Ndre)	**(Kode: Ndre)** **(Kode : Dan)**

		Guru menyediakan berbagai fasilitas untuk membantu tugas menulis, seperti buku referensi, artikel, materi tambahan di platform online, serta sesi tambahan untuk diskusi dan review yang membantu memperbaiki tulisan siswa. (Kode: Dan)	
	16.	Project/task based learning biasanya dilakukan secara kolaboratif, dengan kelompok minimal 2 hingga 6 siswa. Dalam kelompok yang lebih besar, guru dapat mengidentifikasi siswa yang aktif dan tidak aktif. Kelompok biasanya terdiri dari 2 hingga 4 siswa. Metode ini meningkatkan pemahaman karena interaksi dan saling berbagi informasi antara teman sekelompok. (Kode: Dan) Kelompok biasanya terdiri dari 4 siswa. Belajar berkelompok lebih menyenangkan dan memungkinkan siswa untuk berbagi informasi dan ide. (Kode : Rism) Ada, ya, kalau berkelompok diberi tugas gitu berempat. Kalo berkelompok lebih seru juga bisa sharing-sharing ide dan pendapat. Selain itu, kita jadi lebih mudah memahami materi karena bisa belajar dari teman-teman. Kerja kelompok juga membuat suasana belajar jadi lebih menyenangkan dan interaktif, jadi kita nggak cepat bosan. (kode: Essa)	**(Kode: Ndre)** **(Kode: Dan)** **(Kode : Rism** **(Kode: Essa)**
	17.	Siswa rata-rata merasa menulis dalam bahasa Inggris berat karena tradisi literasi yang rendah, bahkan menulis dalam bahasa Indonesia juga belum menjadi kebiasaan. Namun, ada beberapa siswa yang memang senang menulis dan memiliki kemampuan alami dalam hal ini. Menulis dalam bahasa Inggris terasa sulit karena menulis dalam bahasa Indonesia saja jarang dilakukan. Meskipun berat, siswa memahami pentingnya latihan menulis dalam bahasa Inggris. Ada beberapa teman yang menikmati menulis dan lebih mampu melakukannya. (Kode: Essa) Menulis dalam bahasa Inggris sulit karena belum terbiasa. Namun, tugas dan proyek membantu siswa belajar dan membuat proses belajar lebih seru meskipun awalnya terasa berat. (Kode: Dan)	**Kode: Ndre)** **(Kode: Essa)** **(Kode: Dan)**
	18.	Metode pembelajaran yang diterapkan menuntut siswa untuk lebih kreatif, yang merupakan salah satu kelebihannya. Namun, di era teknologi yang luar biasa ini, terdapat kekurangan signifikan, yakni banyak siswa yang cenderung curang dengan menggunakan berbagai aplikasi, sehingga mereka menjadi malas untuk brainstorming sendiri. Minat siswa terhadap bahasa Inggris di SMA 4 juga rendah, sehingga hanya sedikit yang benar-benar berusaha. Meskipun demikian, Ndre selalu	**(Kode: Ndre)**

		berusaha memberi motivasi kepada siswa untuk tetap bersemangat dalam belajar. (Kode: Ndre)	
Evaluasi (Kode: EVS)	1	Evaluasi dilakukan baik selama proses konsultasi menulis maupun setelah produk akhir dikumpulkan. Selama konsultasi, evaluasi dilakukan secara langsung. Setelah tugas dikumpulkan, kesalahan umum dijelaskan di kelas secara umum karena tidak memungkinkan untuk memberikan umpan balik individu kepada semua siswa dalam waktu terbatas. Evaluasi akhir mencakup penjelasan kesalahan di kelas serta saran untuk perbaikan yang harus dilakukan siswa di masa depan. (Kode: Ndre) Berbagai metode evaluasi digunakan untuk menilai efektivitas pengajaran, termasuk tes tertulis, penilaian tugas, dan observasi langsung di kelas. Evaluasi menunjukkan peningkatan signifikan dalam kemampuan menulis siswa, seperti kemampuan mengorganisir ide, penggunaan tata bahasa yang benar, dan kreativitas dalam menulis (Kode: Script) Evaluasi dimulai saat proses menulis berlangsung, di mana siswa dapat berkonsultasi langsung dengan guru dan mendapatkan penjelasan secara langsung. (Kode: Rism) Setelah tugas dikumpulkan, guru menjelaskan kesalahan umum kepada seluruh kelas. Karena keterbatasan waktu, umpan balik tidak diberikan secara individu, melainkan difokuskan pada kesalahan yang relevan untuk semua siswa. (Kode: Dan) Proses evaluasi dari Pak Andreas itu bertahap dan terus menerus. Bahkan saat konsultasi menulis, sudah ada evaluasi langsung. Setelah produk akhir dikumpulkan, beliau biasanya menjelaskan kesalahan umum di kelas. Karena nggak mungkin satu-satu, beliau sebutkan beberapa nama untuk ketemu langsung. Pak Andreas juga sering kasih tahu kelemahan umum yang perlu diperbaiki, terutama buat kita yang kelas 10.	**(Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Rism)** **Kode: Dan)** **(Kode: Ais)**
Follow Up (Kode: FLU)	2	Data evaluasi digunakan untuk memberikan penilaian individual dan menyesuaikan standar kelulusan siswa dalam menulis. Kelemahan masing-masing siswa diidentifikasi, dan pembelajaran terdiferensiasi diterapkan sehingga standar kelulusan disesuaikan dengan kemampuan siswa. Siswa tidak dipaksa untuk menulis jika belum memenuhi standar yang sesuai. (Kode: Ndre) Setelah evaluasi, diadakan pertemuan dengan guru untuk membahas hasil dan mencari solusi untuk kendala yang muncul. Pelatihan lanjutan diberikan jika diperlukan, dan perkembangan siswa terus	**Kode: Ndre)** **(Kode: Sucipt)** **(Kode: Dan)** **(Kode: Rism)** **(Kode: Essa)**

		dipantau dan didokumentasikan. Forum diskusi dengan siswa juga diadakan untuk mendapatkan masukan mengenai proses pembelajaran. (Kode: Scipt) Mr. Andreas biasanya memberikan penilaian individu dan kelompok. Kelemahan masing-masing siswa diperhatikan dengan penerapan pembelajaran yang berbeda. Jadi, standar kelulusan disesuaikan dengan kemampuan siswa. Kami tidak dipaksa untuk bisa menulis jika kami tidak memenuhi standar yang sesuai, tetapi diberikan remedial. (Kode: Dan) Mr. Andreas melakukan evaluasi dan kemudian memberikan penilaian individu berdasarkan hasilnya. Dia mengidentifikasi setiap kelemahan kami dan menerapkan metode pembelajaran yang sesuai dengan kebutuhan kami. Standar kelulusan disesuaikan dengan kemampuan kami, proses, dan remedial jika kami tidak memenuhi standar. (Kode: Rism) Setelah evaluasi, Mr. Andreas menilai kami secara individu dan menyesuaikan standar kelulusan berdasarkan hasilnya. Dia melihat kelemahan setiap siswa dan menerapkan pembelajaran yang berbeda sesuai dengan kebutuhan individu mereka. Kami tidak dipaksa untuk selalu bisa menulis jika kami tidak memenuhi standar yang sesuai, tetapi guru selalu melatih kami, sehingga pembelajaran menjadi lebih fleksibel. Namun, terkadang guru memberikan tugas tambahan jika mereka tidak memenuhi standard. (Kode: Essa)	

Blitar, ……., 2024

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PARTICIPANT OBSERVATION CONTACT SUMMARY

Hari/Tanggal :	**Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah, guru dan siswa kelas 10 J.**
Kode Observasi :	**Gru (Ndre), SSW**	**Instrumen :**	***Catatan Lapangan Observasi/Field notes***
Catatan :	**Catat dengan lengkap sebelum dilakukan kondensasi data**		

Fokus	**No**	**Fenomena yang tampak**	**Catatan (Relevansi)**
Perencanaan (Kode: PRC)	1	**Rancangan Pembelajaran:** Guru merancang tujuan pembelajaran dengan mengacu pada materi dan metode pembelajaran yang akan digunakan dalam skenario pembelajaran. Lesson plan disusun dengan tujuan yang jelas untuk mencapai hasil belajar yang diinginkan.	2023/2024
	2	**Persiapan Perangkat Pembelajaran:** Guru menyiapkan berbagai perangkat pembelajaran seperti modul ajar, absensi, buku ajar Bahasa Inggris untuk kelas 10, materi chapter "Fractured Story", serta buku penilaian. Bahan ajar ini mencakup teks dan link materi yang akan diakses oleh siswa.	2023/2024
	3	**Penyusunan Bahan Ajar:** Guru merancang bahan ajar dari buku LKS, E-dictionary, dan link materi "Fractured Story". Ini mencakup sumber-sumber yang akan dibagikan kepada siswa untuk mendukung proses pembelajaran.	Mei 2024
	4	**Persiapan Topik Diskusi:** Guru mempersiapkan contoh teks seperti "Snow White" dalam versi modern dan original sebagai pancingan diskusi yang relevan dengan materi yang akan dipelajari oleh siswa.	Mei 2024
	5	**Rancangan Tugas Siswa:** Guru mempersiapkan tugas untuk siswa berupa perbandingan antara dua versi "Fractured Story" seperti "Little Red Riding Hood". Siswa kemudian diminta untuk membuat teks bebas berdasarkan materi tersebut secara berkelompok.	Mei 2024
	6	**Rancangan Rubrik Penilaian:** Guru merancang rubrik penilaian yang sesuai dengan materi dan tugas yang diberikan, memastikan penilaian yang objektif dan terstruktur.	Mei 2024
Implementasi (Kode: IMP)	7	**Pembukaan Kelas**: Guru membuka kelas dengan salam dan interaksi awal dengan siswa, mengabsen, dan berdoa.	10.40-10.50
	8	**Pembukaan Topik**: Guru memulai pembahasan topik dengan menanyakan pengalaman siswa tentang cerita "Malin Kundang" atau "Snow White" dan menjelaskan konsep "Fractured Story".	10:50 - 11:00
	9	**Penjelasan Pembelajaran**: Guru menjelaskan pembelajaran "Fractured Story" menggunakan contoh cerita utuh dan terpecah, meminta siswa membaca teks	11.00-11.15

		yang disiapkan.	
	10	**Diskusi Kelompok**: Guru meminta siswa mendiskusikan teks dalam pasangan, mengidentifikasi perbedaan dan kesamaan antara teks utuh dan teks terpecah.	11.15-11.30
	11	**Penyusunan Draft**: Siswa menyusun draft cerita mereka berdasarkan teks yang terpecah, kemudian bertukar draft untuk umpan balik, dan melakukan presentasi hasil draft yang selesai.	11.30-11. 45
Evaluasi (Kode: EVS)	12	**Presentasi dan Umpan Balik:** Siswa diminta untuk mempresentasikan cerita fractured yang telah mereka susun. Guru memberikan umpan balik yang konstruktif, menyoroti kekuatan dan kelemahan dalam cerita yang dipresentasikan oleh setiap siswa.	11.45-12.00
	13	**Penilaian Berdasarkan Rubrik:** Guru menilai presentasi siswa berdasarkan rubrik yang telah dirancang, fokus pada pengembangan alur cerita, ide, dan kreativitas. Guru juga memberikan penekanan pada area yang memerlukan perbaikan lebih lanjut.	12.00
Follow Up (Kode: FLU)	14	**Identifikasi Kelemahan Siswa:** Guru menganalisis hasil kerja siswa untuk mengidentifikasi kelemahan dalam pemahaman materi "Fractured Story". Nilai siswa diklasifikasikan berdasarkan Kriteria Ketuntasan Minimal (KKM).	Mei 2024
	15	**Rancangan Remedial:** Berdasarkan analisis kelemahan, Guru merancang kegiatan remedial atau tugas tambahan untuk siswa yang belum mencapai KKM. Remedial ini bertujuan untuk memperkuat pemahaman siswa dan membantu mereka mencapai tujuan pembelajaran.	Mei 2024

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DOCUMENTATION FIELD NOTE

Hari/Tanggal :	**Mei 2024**	**Tempat :**	**SMAN 4 Blitar**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**	**Informant :**	**Kepala Sekolah, guru dan siswa kelas 10 J.**
Kode Dokumentasi :		**Instrument :**	***Catatan Lapangan Dokumentasi***
Catatan :	**Catat dengan lengkap sebelum dilakukan kondensasi data**		

Fokus	**No**	**Dokumen**	**Isi Dokumen**
Perencanaan (Kode: PRC)	1	Perangkat pembelajaran (ATP).	Capaian pembelajaran fase E dan Alur Tujuan Pembelajaran untuk materi Bahasa Inggris kelas 10.
	2	Modul Ajar kelas 10.	Lesson plan untuk materi "Fractured Story", termasuk detail nama sekolah, materi, kelas, capaian pembelajaran, media, metode pembelajaran, rubrik penilaian, dan pengayaan.
	3	Absensi siswa kelas 10 J.	Daftar kehadiran siswa kelas 10 J.
	4	Buku pelajaran kelas 10, chapter	Materi chapter 2 "Fractured Story" untuk kelas 10.
	5	Materi tambahan ajar (web materi) untuk "Fractured Story".	Materi tambahan ajar berbentuk web yang dirancang guru, termasuk tugas terkait.
	6	Lembar penilaian tugas writing.	Lembar penilaian untuk tugas writing.
Implementasi (Kode: IMP)	7	Absensi siswa kelas 10 J.	Daftar kehadiran siswa kelas 10 J.
	8	Buku pelajaran Bahasa Inggris kelas 10, chapter 2.	Materi chapter 2 "Fractured Story" untuk kelas 10.
	9	Link web materi tambahan "Fractured Story".	Materi tambahan yang dirancang guru, mencakup pengertian teks, elemen, contoh teks, unsur teks, dan penugasan.
Evaluasi (Kode: EVS)	10	Rubrik penilaian writing siswa.	Rubrik penilaian yang terdapat dalam modul ajar.
	11	Lembar nilai siswa.	Daftar kolom penilaian siswa yang sesuai dengan absensi.
Follow-Up Kode: FLU)	12	Draft writing hasil kerja siswa.	Hasil draft writing siswa.
	13	Lembar nilai siswa.	Daftar nilai siswa.
	14	Tugas remedial.	Tugas tambahan untuk remedial berdasarkan materi terkait.

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TRIANGULATION SOURCE DATA

Hari/Tanggal Triangulasi :	**15 Juli 2024**
Unit Kasus :	**Perencanaan, Implementasi, Evaluasi, Follow-up**
Catatan :	Lakukan triangulasi hasil wawancara dari seluruh informant dan temukan hasilnya (Kesamaan). Catat perbedaannya.

Fokus	Pertanyaan Penelitian	Kepala Sekolah (Sucipt)	Guru (Ndre)	Siswa (Dan, Essa, Rism, Ais)	Temuan (Findings)
Perencanaan (PRC)	Bagaimana perencanaan pembelajaran menulis berbasis TBLT untuk siswa kelas 10?	Kepala sekolah bekerja sama dengan guru untuk memastikan pelatihan yang memadai tentang metode pembelajaran menulis, memantau, dan mendukung implementasi di kelas, serta memberikan umpan balik berkala kepada guru.	Guru mempersiapkan lesson plan, menyiapkan topik, merancang penugasan, menyediakan contoh, dan menyiapkan umpan balik. Guru menyiapkan juga media ajar berbasis teknologi seperti E-dictionary dan artikel materi. Guru mempersiapan dokumen yang terditi dari absensi, lembar penilaian, Buku, LKS, dan materi yang akan dibahas hal ini disesuaikan dengan minat siswa.	Siswa biasanya diberi sumber belajar tambahan berasal dari buku yang di-scan, yang bisa menampilkan video, suara, atau teks, game vocabulary, Siswa merasa materi melalui penugasanmenulis yang diberikan guru membantu mereka memahami cara menulis.	Perencanaan melibatkan identifikasi minat siswa, klasifikasi masalah siswa dalam menulis, desain persiapan menggunakan TBLT, pengembangan RPP/modul ajar, guru melakukan penentuan topik pemicu, perancangan tugas, persiapan contoh teks, penyiapan media pembelajaran tambahan, dan desain rubrik penilaian.
Implementasi (IMP)	Bagaimanakah prosedur metode TBLT diaplikasikan dalam pembelajaran *writing* di kelas 10?	Sekolah mengadakan pelatihan guru, guru merancang tugas, memberikan penjelasan dan fasilitasi, siswa mengerjakan tugas dan mendapat umpan balik, evaluasi berkelanjutan	Prosedur melibatkan pemberian topic, kemudin di bagi menjadi kemplompok diskusi dan secara jelas drafting, konsultasi, dan penulisan esai penuh. Siswa berlatih menulis bertahap dari drafting hingga esai lengkap.	Guru memulai kelas dengan salam dan absen, menjelaskan materi setelah memberikan trigger, dan menggunakan berbagai bahan ajar. Siswa mengerjakan tugas, mendapat bantuan, dan	Implementasi melibatkan pemberian topik pemantik, pembagian kelompok, diskusi kelompok, pemberian tugas/proyek, pengerjaan tugas dengan drafting paragraf pendek yang

		dilakukan, dan fasilitas ditingkatkan.		mempresentasikan hasilnya.	dikembangkan menjadi esai lengkap, pemantauan draft oleh guru, pertukaran draft antar siswa, dan presentasi hasil tulisan.
Evaluasi (EVS)	Bagaimana metode yang digunakan untuk mengevaluasi tugas menulis siswa berdasarkan pendekatan TBLT?	Evaluasi dilakukan melalui tes tertulis, penilaian tugas, dan observasi. Hasil evaluasi menunjukkan peningkatan kemampuan menulis siswa.	Evaluasi terjadi selama konsultasi dan setelah pengumpulan tugas akhir. Guru menjelaskan kesalahan umum dan memberikan umpan balik individu jika diperlukan.	Evaluasi dilakukan selama proses menulis dan setelah pengumpulan tugas. Guru menjelaskan kesalahan umum dan memberikan umpan balik langsung saat konsultasi.	Evaluasi dimulai saat siswa berkonsultasi tentang rencana menulis mereka, kemudian guru memberikan umpan balik langsung saat konsultasi draft. Siswa mempresentasikan hasil tulisan mereka, dan guru memberikan evaluasi umum setelah presentasi. Penilaian berkelanjutan dilakukan selama proses pembelajaran sesuai rubrik dan kriteria penilaian.
Tindak Lanjut (FLU)	Bagaimana cara menindaklanjuti hasil evaluasi pembelajaran menulis berdasarkan pendekatan TBLT?	Pertemuan dengan guru diadakan untuk membahas hasil evaluasi dan mencari solusi. Pelatihan lanjutan diberikan, perkembangan siswa dipantau, dan forum diskusi	Data evaluasi digunakan untuk penilaian individu dan penyesuaian standar kelulusan. Remedial diberikan jika siswa belum mencapai standar.	Guru memberikan penilaian individu dan kelompok, serta menyesuaikan standar kelulusan berdasarkan hasil evaluasi. Pembelajaran terdiferensiasi diterapkan, dan remedial	Tindak lanjut melibatkan analisis lembar kerja dan nilai siswa, identifikasi kelemahan siswa dan pencapaian standar kelulusan, diskusi dengan supervisor, dan pemberian

	diadakan untuk mendapatkan masukan siswa.	diberikan jika diperlukan.	tugas tambahan atau remedial.

Blitar, ……., 2024

Reviewer and Validator

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TRIANGULATION METHOD DATA

Hari/Tanggal Triangulasi :		**15 Juli 2024**
Unit Kasus	**:**	**Perencanaan, Implementasi, Evaluasi, Follow-up**
Catatan	**:**	Lakukan triangulasi hasil wawancara dari seluruh informant dan temukan hasilnya (Kesamaan). Catat perbedaannya. Gunakan hasil wawancara yang sudah di trianggulasi.

Fokus	Pertanyaan Penelitian	Wawancara	Observasi	Dokumentasi	Temuan (Findings)
Perencanaan (PRC)	Bagaimana perencanaan pembelajaran menulis berbasis TBLT untuk siswa kelas 10?	Guru dan kepala sekolah menjelaskan proses perencanaan, termasuk pelatihan guru, penyiapan materi, dan perancangan tugas.	Guru menyiapkan perangkat pembelajaran, merancang bahan ajar, dan membuat rubrik penilaian.	ATP, modul ajar, absensi, buku pelajaran, materi tambahan, dan lembar penilaian digunakan dalam perencanaan.	Perencanaan melibatkan rancangan pembelajaran, persiapan perangkat pembelajaran, penyusunan bahan ajar, persiapan topik diskusi, rancangan tugas siswa, dan rancangan rubrik penilaian.
Implementasi (IMP)	Bagaimana prosedur metode TBLT diaplikasikan dalam pembelajaran *writing* di kelas 10?	Guru dan kepala sekolah menjelaskan prosedur penerapan TBLT, termasuk pelatihan guru, penyampaian materi, dan pemberian tugas. Siswa menjelaskan bagaimana mereka belajar menulis melalui tugas dan proyek.	Guru membuka kelas, menjelaskan materi, memfasilitasi diskusi, memberikan tugas, dan melakukan penilaian.	Buku absensi, buku pelajaran, dan materi tambahan digunakan dalam implementasi.	Implementasi melibatkan pembukaan kelas, pembukaan topik, penjelasan pembelajaran, diskusi kelompok, dan penyusunan draft.
Evaluasi (EVS)	Bagaimana metode yang digunakan untuk mengevaluasi tugas menulis siswa berdasarkan pendekatan TBLT?	Guru dan kepala sekolah menjelaskan metode evaluasi, termasuk tes, penilaian tugas, dan observasi. Siswa menjelaskan bagaimana mereka menerima umpan balik dan penilaian dari guru.	Guru melakukan penilaian presentasi siswa berdasarkan rubrik, memberikan umpan balik, dan mengidentifikasi area perbaikan.	Rubrik penilaian dan lembar nilai siswa digunakan dalam evaluasi.	Evaluasi mencakup presentasi dan umpan balik, serta penilaian berdasarkan rubrik.
Tindak Lanjut	Bagaimana cara	Guru dan kepala sekolah	Guru mengidentifik	Hasil kerja siswa, lembar	Tindak lanjut melibatkan

(FLU)	menindaklanjuti hasil evaluasi pembelajaran menulis berdasarkan pendekatan TBLT?	menjelaskan tindak lanjut evaluasi, termasuk pertemuan dengan guru, pelatihan lanjutan, pemantauan perkembangan siswa, dan forum diskusi. Siswa menjelaskan bagaimana guru memberikan remedial dan menyesuaikan pembelajaran.	asi kelemahan siswa dan merancang kegiatan remedial.	nilai, dan tugas remedial digunakan dalam tindak lanjut.	identifikasi kelemahan siswa dan rancangan remedial.

Blitar, ……., 2024

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CODIFICATION

No	Kode	Keterangan	Catatan
1.	KS	Kepala Sekolah	Informant
2.	GRU (NDRE)	Guru	Informant
3.	Ndre	Andreas	Informant
4.	SSW	Siswa	Informant
5.	Dan	Ramadhani	Informant
6.	Rism	Risma	Informant
7.	Essa	Esa	Informant
8.	Ais	Raisa	Informant
9.	Scipt	Ady Sucipto	Informant
10.	PRC	Perencanaan	Fokus
11.	IMP	Implementasi	Fokus
12.	EVS	Evaluasi	Fokus
13.	FLU	Follow-Up	Fokus
14.	MTD	Metode	Sub Fokus
15.	PRS	Proses	Sub Fokus
16.	DKS	Diskusi	
17.	FTS	Fasilitas	Sub Fokus
18.	EHP	Evaluasi Hasil Pembelajaran	Sub Fokus
19.	EPP	Evaluasi Hasil Praktik TBLT	Sub Fokus

Catatan: Nama-nama informant akan dilakukan kodifikasi setelah mendapatkan melalui *Snow Balling Technique*

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Appendix 2 : Alur Tujuan Pembelajaran (ATP) 1

ALUR TUJUAN PEMBELAJARAN
Kelas X

A. IDENTITAS

Nama Dokumen	:	Alur dan Tujuan Pembelajaran
Mata Pelajaran	:	Bahasa Inggris
Fase	:	E
Kelas	:	10
Penyusun	:	Andreas, M.Pd.

B. CAPAIAN PEMBELAJARAN FASE E

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

C. CAPAIAN PEMBELAJARAN FASE E BERDASARKAN ELEMEN

D.

Elemen	Capaian
Menyimak – Berbicara	Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Membaca – Memirsa	Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Menulis – Mempresentasikan	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

E. ALUR TUJUAN PEMBELAJARAN

1. Elemen: Menyimak – Berbicara

Capaian Pembejaran	Tujuan Pembelajaran	Konten Materi	Profil Pelajar Pancasila	Perkiraan Jumlah Jam
Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.	10.1. Peserta didik dapat menggunakan ungkapan perkenalan dalam berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. 10.2. Peserta didik dapat menggunakan ungkapan selamat dan pujian dalam berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. 10.3. Peserta didik dapat menggunakan ungkapan perbandingan dalam berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. 10.4. Peserta didik dapat menggunakan ungkapan meminta dan memberi pendapat dalam berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. 10.5. Peserta didik dapat menggunakan ungkapan meminta maaf dalam berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan.	Introduction Congratulating and Complimenting Degrees of Comparison Asking and Giving Opinion Apologizing	• Bernalar kritis • Kreatif • Gotong royong • Berakhlak mulia • Mandiri	2 JP 2 JP 4 JP 4 JP 2 JP

2. Elemen: Membaca – Memirsa

Capaian Pembejaran	Tujuan Pembelajaran	Konten Materi	Profil Pelajar Pancasila	Perkiraan Jumlah Jam
Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.	10.6. Peserta didik mampu membuat garis besar tentang fungsi sosial dari teks recount dengan teliti 10.7. Peserta didik mampu menganalisis struktur teks recount dan unsur kebahasaan dengan benar 10.8. Peserta didik mampu menyimpulkan isi teks recount dengan benar 10.9. Peserta didik mampu membuat garis besar tentang fungsi sosial dari teks descriptive dengan teliti 10.10. Peserta didik mampu menganalisis struktur teks descriptive dan unsur kebahasaan dengan benar 10.11. Peserta didik mampu menyimpulkan isi teks descriptive dengan benar 10.12. Peserta didik mampu membuat garis besar tentang fungsi sosial dari teks narrative dengan teliti 10.13. Peserta didik mampu menganalisis struktur teks narrative dan unsur kebahasaan dengan benar 10.14. Peserta didik mampu menyimpulkan isi teks narrative dengan benar 10.15. Peserta didik mampu membuat garis besar tentang fungsi sosial dari teks procedure dengan teliti 10.16. Peserta didik mampu menganalisis struktur teks procedure dan unsur kebahasaan dengan benar 10.17. Peserta didik mampu menyimpulkan isi teks procedure dengan benar 10.18. Peserta didik mampu membuat garis besar tentang fungsi sosial dari teks analytical exposition dengan teliti 10.19. Peserta didik mampu menganalisis struktur teks analytical exposition dan unsur kebahasaan dengan benar 10.20. Peserta didik mampu menyimpulkan isi teks analytical exposition dengan benar	Recount Descriptive Narrative Procedure Analytical exposition	• Bernalar kritis • Kreatif • Gotong royong • Berakhlak mulia • Mandiri	4 JP 4 JP 4 JP 4 JP

3. Elemen: Menulis – Mempresentasikan

Capaian Pembejaran	Tujuan Pembelajaran	Konten Materi	Profil Pelajar Pancasila	Perkiraan Jumlah Jam
Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.	10.21. Peserta didik mampu menyusun cerita non fiksi recount sesuai dengan tujuan dan target pembaca dengan baik. 10.22. Peserta didik mampu mengoreksi dan mengembangkan teks recount yang telah disusunnya dengan baik 10.23. Peserta didik mampu menyusun teks descriptive sesuai dengan tujuan dan target pembaca dengan baik. 10.24. Peserta didik mampu mengoreksi dan mengembangkan teks descriptive yang telah disusunnya dengan baik 10.25. Peserta didik mampu menyusun teks narrative sesuai dengan tujuan dan target pembaca dengan baik. 10.26. Peserta didik mampu mengoreksi dan mengembangkan teks narrative yang telah disusunnya dengan baik 10.27. Peserta didik mampu menyusun teks procedure sesuai dengan tujuan dan target pembaca dengan baik. 10.28. Peserta didik mampu mengoreksi dan mengembangkan teks procedure yang telah disusunnya dengan baik 10.29. Peserta didik mampu menyusun teks analytical exposition sesuai dengan tujuan dan target pembaca dengan baik. 10.30. Peserta didik mampu mengoreksi dan mengembangkan teks analytical exposition yang telah disusunnya dengan baik	Recount Descriptive Narrative Procedure Analytical exposition	• Bernalar kritis • Kreatif • Gotong royong • Berakhlak mulia • Mandiri	2 JP 2 JP 2 JP 2 JP 2 JP

Appendix 3: Lesson Plan 1

MODUL AJAR

BAHASA INGGRIS

FRACTURED FAIRY TALES

A. Informasi Umum

IDENTITAS	
Asal Sekolah	: SMAN 4 KOTA BLITAR
Mata Pelajaran	: BAHASA INGGRIS
Tahun Penyusunan	: 2024
Jenjang Sekolah	: SMA
Kelas	: X (Sepuluh)
Alokasi Waktu	: 2 JP (45 menit)
Model pembelajaran	: Tatap muka
Materi	: Fractures story (Fairy Tales) PJJ Daring PJJ Luring
Tahapan	: Fase E
Capaian Pembelajaran	
Pada akhir Fase E, peserta didik menggunakan teks lisan,tulisan dan visual dalam bahasa Inggris untuk berkomunikasisesuai dengan situasi, tujuan, dan pemirsa/pembacanya.Berbagai jenis teks seperti narasi, deskripsi, prosedur,eksposisi, recount, report, dan teks otentik menjadi rujukanutama dalam mempelajari bahasa Inggris di fase ini. Pesertadidik menggunakan bahasa Inggris untuk menyampaikankeinginan/perasaan dan berdiskusi mengenai topik yangdekat dengan keseharian mereka atau isu yang hangatsesuai usia peserta didik di fase ini. Mereka membaca tekstulisan untuk mempelajari sesuatu/mendapatkan informasi.Keterampilan inferensi tersirat ketika memahami informasi,dalam bahasa Inggris mulai berkembang. Peserta didikmemproduksi teks tulisan dan visual yang lebih beragam,dengan kesadaran terhadap tujuan dan target pembaca.	
Elemen	**Capaian**
Menyimak - Berbicara	Pada akhir Fase E, peserta didik menggunakan bahasaInggris untuk berkomunikasi dengan guru, teman sebaya danorang lain dalam berbagai macam situasi dan tujuan. Merekamenggunakan dan merespon pertanyaan dan menggunakanstrategi untuk memulai dan mempertahankan percakapandan diskusi. Mereka memahami dan mengidentifikasi ideutama dan detail relevan dari diskusi atau presentasimengenai topik yang dekat dengan kehidupan pemuda.Mereka menggunakan bahasa Inggris untuk menyampaikanopini terhadap isu yang dekat dengan kehidupan pemuda danuntuk membahas minat. Mereka memberikan pendapat danmembuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nadasuara untuk dapat dipahami dalam sebagian konteks. *By the end of Phase E, students use English to communicatewith teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions onyouth-related issues and to discuss youth-related interests.They give and make comparisons.*

	They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.
Membaca - Memirsa	Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, www.gurusumedang.com 161 isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks. *By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*
Menulis- Mempresentasikan	Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. *By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*
Tujuan Pembelajaran	

1. Identify the communicative purpose, structure, and language features of narrative texts accurately
2. Identify the characterizations, plots, ans settings of narrative texts, especially fractured stories, accurately
3. Identify the uses of the simple past tense, conditional sentences, and time adverbial in narrative texts accurately
4. Communicate and present ideas in spoken narrative texts, especially fractured stories, accordingly
5. Write and present ideas in written narrative texts, especially fractured stories, in accordance with the appropriate structure and language features;and
6. Use the simple past tense, conditional sentences, and time adverbials in narrative texts accurately.

Pertanyaan Pemantik

1. What do you know about a fractured story?
2. How do you make a fractured story?

Profil Pelajar Pancasila

a. Beriman , bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia
b. Berkebhinekaan Global
c. Mandiri
d. Bernalar kritis
e. Kreatif

Assessment

Guru menilai ketercapaian tujuan pembelajaran

- Asesmen individu
- Asesmen kelompok

Jenis Assessment:

- Tugas Tertulis
- project

Ketersediaan materi

1. Pengayaan untuk siswa berpencapaian tinggi: YA /TIDAK
2. Alternatif penjelasan, metode, atau aktivitas, untuk siswa yang sulit memahami konsep: YA/TIDAK

Kegiatan pembelajaran utama

Pengaturan siswa:

- Individu
- Berkelompok

Metode:

- Diskusi
- Presentasi
- Demonstrasi
- Project
- Permainan Peran
- Simulasi

Fasilitas :

a. Sumber Belajar

• LKS Bahasa Inggris untuk SMA/SMK/MA Kelas X kurikulum merdeka
• Internet
• Lingkungan Sekitar dan Sumber lain yang relevan

b. Media

- Video/audio/gambar material yang berkaitan dengan teks deskriptif
- Website (Padlet, Quizizz)

c. Alat

- Laptop/smartphone
- White board, spidol, penghapus, alat tulis,dll.

Lingkungan Belajar : Ruang kelas (tatap muka)

Materi Pembelajaran

FRACTURED FAIRY TALES

NARRATIVE TEXT

The social function of a narrative text is to entertain/amuse the listeners or readers. it can teach us moral values. A narrative text usually uses past tenses.

A NARRATIVE TEXT HAS THE FOLLOWING STRUCTURE

1. **Orientation** sets the scene and introduces the characters
2. **Complication** provides problems faced by the characters. In this case, the characters have a conflict, internally or externally.
3. **Resolution**, states how the problems are resolved, for better or worse.
4. **Re-orientation** (optional), concludes the story.

The following are language features of narrative texts.

1. Use past tenses (e.g. possessed, fell, laid).
2. Use adverbs of time (e.g. once upon a time, a very long time ago, one day).
3. Use temporal conjunctions (e.g. when, then, after).
4. Use action verbs to show actions (e.g. visited, laid, hatched).
5. Use direct speech to make the story lively (e.g. Snow White said, "My name is Snow White.").

FRACTURED STORIES

A fractured story is a story that has been written in another way. It aims at teaching an updated lesson or conveying a more modern moral message.

In a fractured story, the elements of a story are changed. The characters and locations are usually different from the original story.

The following are several ways to fracture a story :

1. Change the characters of the story. Example: Snow White was a spoiled girl. She liked taking selfies and posting her pictures on her social media.
2. Change the setting of the story. Example: Snow White lived in a big city with a modern lifestyle.
3. Change the plot of the story. Example: Snow White told a story when she traveled around the world.
4. Change the point of view of the story. Example: Snow White's stepmother told a story about Snow White.
5. Change the conflict of the story. Example: Snow White had a conflict with her friends, not her stepmother.
6. Change the end of the story. Example: Snow White was seriously sick and died soon after.
7. Create a mix-and-match story. Example: Snow White met Cinderella and they became best friends.

MEETING (2 JP)

Tujuan pembelajaran :

1. Communicate and present ideas in spoken narrative texts, especially fractured stories, accordingly;
2. Write and present ideas in written narrative texts, especially fractured stories, in accordance with the appropriate structure and language features;and
3. Use the simple past tense, conditional sentences, and time adverbials in narrative texts

accurately.	
PENDAHULUAN	1. Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk peserta didik. 2. Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembejaran. 3. Guru mereview materi meeting sebelumya. • *What did we talk about last week?* • *Does anyone still remember the language features of narrative text?* 4. Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran
INTI	1. Guru menjelaskan lebih jelas tentang Narrative text (Pengertian, struktur teks, unsur kebahasaan, dan contoh-contoh informasi lainya terkait Fractured story & Narrative teks). 2. Guru memberi intruksi kepada siswa-siswi untuk membentuk kelompok. masing-masing kelompok berisikan 2-3 orang. 3. Guru membagikan contoh teks fractured story dan original story. 4. Guru meminta perkelompok untuk berdiskusi tentang teks yang dibagikan kemuidian membuat atau menulis sebuah teks Narrative, kususnya Fractured stories. Dengan tetap menggunakan struktur dan tata bahasa yang sudah dipelajari pada pertemuan sebulmnya. Assignment instructions : *Good morning, dear students, Today is meeting 4 of our course* *- Buatlah kelompok terdiri dari 2-3 orang tidak boleh lebih dan harus terbagi rata.* *- Diskusi dan buat 1 cerita text Narrative (Fractured sory) in English* *- Tulis di kertas / ketik menggunakan word* *- Masing-masing kelompok mempresentasikan cerita tersebut.* 5. Guru membantu siswa yang kesulitan dalam membuat cerita.
Penutup	• Guru memberikan evaluasi di akhir pembelajaran • Guru menyampaikan agenda pembelajaran pertemuan depan. *"Bahwa minggu depan akan diadakan Ulangan harian. Siswa diharuskan untuk Belajar."* • Guru mengakhiri pembelajaran dengan doa • Guru menutup pembelajaran.

Format Penilaian Keterampilan Menulis/Writing

Rubrik Penilaian ini didapat dari Brown(2007)

No	Aspek yang dinilai	skor
1	*Content* • The topic is complete and clear and the details are relating to the topic. • The topic is complete and clear but the details are almost related to the topic. • The topic is complete and clear but the details are not relating to the topic • The topic is not clear and the details are not related to the topic	 20 15 10 5
2	*Organization* • Text is complete and each paragraph is arranged with proper connectives. • Text is almost complete and each paragraph is arranged with almost proper connectives. • Text is not complete and each paragraph is arranged with few misuse of connectives. • Text is not complete and each paragraph is arranged with misuse of connectives.	 20 15 10 5
3	*Grammar* • Very few grammatical or agreement inaccuracies. • Few grammatical or agreement inaccuracies but not effect on meaning. • Limited range confusing words and word forms. • Very poor knowledge or words, word forms, and not understandable.	 20 15 10 5
4	*Vocabulary* • Effective choice of words and word forms. • Few grammatical or agreement inaccuracies but not effect on meaning. • Limited range confusing words and word forms. • Very poor knowledge or words, word forms, and not understandable.	 20 15 10 5
5	*Mechanics* • It uses correct spelling, punctuation, and capitalization. • It has occasional errors of spelling, punctuation and capitalization. • It has frequent errors of spelling, punctuation and capitalization. • It is dominated by errors spelling, punctuation and capitalization.	 20 15 10 5

Kategori :

No.	Rentang Nilai	Predikat
1.	81-100	Sangat baik (A)
2.	61-80	Baik (B)
3.	40-60	Cukup (C)
4.	20-39	Kurang (D)

PENGAYAAN & REMIDIAL

Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.

Remidial

Remidial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang atau asesmen ulang

REFLEKSI GURU dan PESERTA DIDIK

1. Peserta didik dapat mengidentifikasi tujuan komunikatif, struktur, dan fitur bahasa dari teks naratif secara akurat
2. Peserta didik dapat mengidentifikasi karakterisasi, alur, dan latar teks naratif, terutama cerita rumpang, dengan tepat.
3. Peserta didik dapat mengidentifikasi penggunaan simple past tense, conditional sentences, dan keterangan waktu yang terkait dengan teks naratif secara akurat.
4. Peserta didik mampu mengkomunikasikan dan mempresentasikan gagasan dalam teks naratif lisan, khususnya cerita rumpang, dengan percaya diri.
5. Peserta didik mampu menulis dan mempresentasikan gagasan dalam teks naratif tulis, khususnya cerita rumpang, sesuai dengan struktur teks dan ciri-ciri kebahasaan secara akurat.
6. Peserta didik mampu menggunakan simple past tense, conditional sentences, dan time adverbials dalam kalimat dengan tepat.

Appendix 4: Attendance List 1

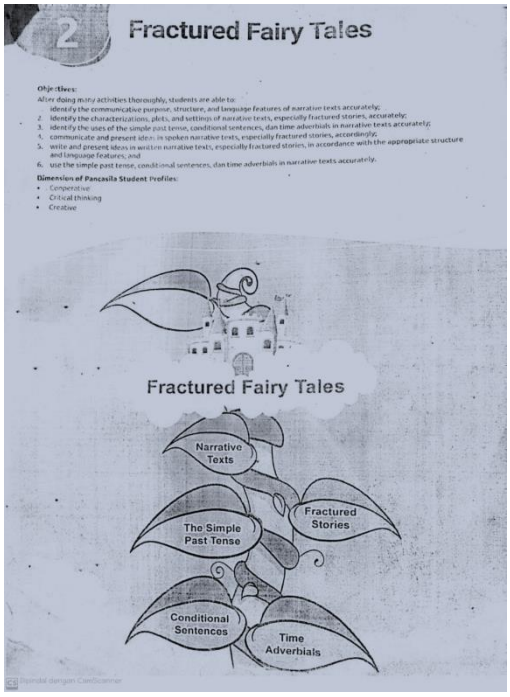
DAFTAR HADIR SISWA SMAN 4 BLITAR

2023/2024

Kelas XJ

No	Nama Peserta Didik	Tanggal															
		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	ABYAN RIZKY ABDILLAH																
2	ADELIA RIZKY ERWIANDRI																
3	ADHYAKSA NABIL FAWWAZ																
4	ALEX BAGUS EKA SYAHPUTRA																
5	ALFREDO PUTRA BAGASKARA																
6	ANISA NURLAILA HABIBAH																
7	ARFIS SALWA HIMATUS ZAKIA																
8	DEON KRIANO PUTRANTO																
9	DESVITA WIRIANTI EXA AYU PUSPITA																
10	ESA OKTA LISTYA ZUNA RAMADHANI																
11	FAREL RADITYA ANGGARA SAPUTRA																
12	FERNANDO ARISTO FAREL SAPUTRA																
13	FIKI ADITYA SAPUTRA																
14	HILMY ALVARO																
15	ICHEN SEPTYA PRISTIANI																
16	KEVIN EVANS KUSUMA																
17	LUKMAN HANIF ARRASYID																
18	LUNA ARFY MAHARANI																
19	M FADHIL KESATRIA FAJAR																
20	MOHAMMAD CANDRA ADITIYA																
21	NAYLA PRATIWI																
22	NEINA FITRA CAHYANI																
23	NUR TIARA DIAH PERMATA																
24	PRASETYO CUNDORO RAKASIWI																
25	PRIMA DINIS AZZAHRO																
26	RAISHA CATUR DEWANTRI																
27	RAMADHANI TRI SUSETYO																
28	RIVALDO PUTRA REVIANTO																
29	RIZMA INTAN RAHAYU																
30	SADIA EKA BHAKTI																
31	SHAFINA PERMATA AULIA																
32	SILVIA ABSANI YUNINGTYAS																
33	TRI HENI ERAWATI																
34	VIONA PUSPITASARI																
35	WILDAN ALBARR MUSYAFFA AHMAD																
36	WIYAR PUTRA PANGESTU																

Appendix 5: The Lesson Materials 1

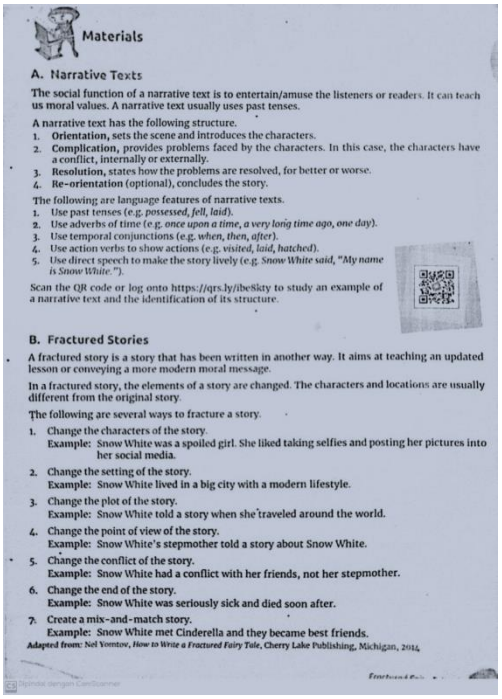


2

Fractured Fairy Tales

Objectives:
After doing many activities thoroughly, students are able to:
1. identify the communicative purpose, structure, and language features of narrative texts accurately;
2. identify the characterizations, plots, and settings of narrative texts, especially fractured stories, accurately;
3. identify the uses of the simple past tense, conditional sentences, dan time adverbials in narrative texts accurately;
4. communicate and present ideas in spoken narrative texts, especially fractured stories, accordingly;
5. write and present ideas in written narrative texts, especially fractured stories, in accordance with the appropriate structure and language features; and
6. use the simple past tense, conditional sentences, dan time adverbials in narrative texts accurately.

Dimension of Pancasila Student Profiles:
- Cooperative
- Critical thinking
- Creative



Materials

A. Narrative Texts

The social function of a narrative text is to entertain/amuse the listeners or readers. It can teach us moral values. A narrative text usually uses past tenses.

A narrative text has the following structure.
1. **Orientation,** sets the scene and introduces the characters.
2. **Complication,** provides problems faced by the characters. In this case, the characters have a conflict, internally or externally.
3. **Resolution,** states how the problems are resolved, for better or worse.
4. **Re-orientation (optional),** concludes the story.

The following are language features of narrative texts.
1. Use past tenses (e.g. *possessed, fell, laid*).
2. Use adverbs of time (e.g. *once upon a time, a very long time ago, one day*).
3. Use temporal conjunctions (e.g. *when, then, after*).
4. Use action verbs to show actions (e.g. *visited, laid, hatched*).
5. Use direct speech to make the story lively (e.g. *Snow White said, "My name is Snow White."*).

Scan the QR code or log onto https://qrs.ly/ibe5kty to study an example of a narrative text and the identification of its structure.

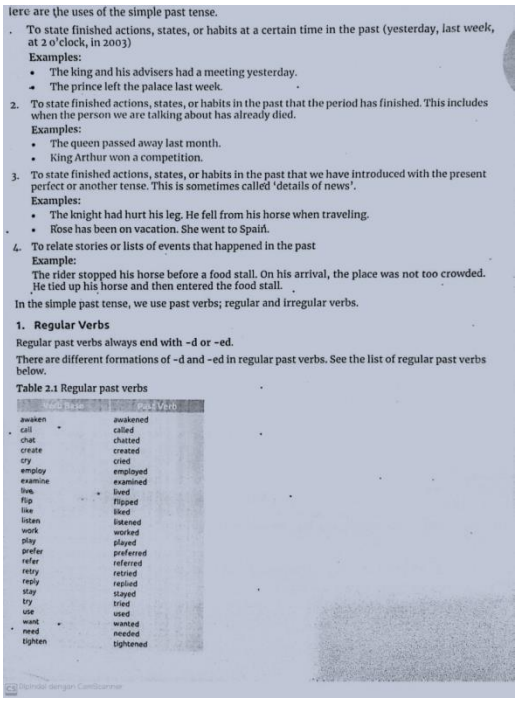
B. Fractured Stories

A fractured story is a story that has been written in another way. It aims at teaching an updated lesson or conveying a more modern moral message.

In a fractured story, the elements of a story are changed. The characters and locations are usually different from the original story.

The following are several ways to fracture a story.
1. Change the characters of the story.
   Example: Snow White was a spoiled girl. She liked taking selfies and posting her pictures into her social media.
2. Change the setting of the story.
   Example: Snow White lived in a big city with a modern lifestyle.
3. Change the plot of the story.
   Example: Snow White told a story when she traveled around the world.
4. Change the point of view of the story.
   Example: Snow White's stepmother told a story about Snow White.
5. Change the conflict of the story.
   Example: Snow White had a conflict with her friends, not her stepmother.
6. Change the end of the story.
   Example: Snow White was seriously sick and died soon after.
7. Create a mix-and-match story.
   Example: Snow White met Cinderella and they became best friends.

Adapted from: Nel Yomtov, *How to Write a Fractured Fairy Tale*, Cherry Lake Publishing, Michigan, 2014.



Here are the uses of the simple past tense.

1. To state finished actions, states, or habits at a certain time in the past (yesterday, last week, at 2 o'clock, in 2003)
   Examples:
   - The king and his advisers had a meeting yesterday.
   - The prince left the palace last week.
2. To state finished actions, states, or habits in the past that the period has finished. This includes when the person we are talking about has already died.
   Examples:
   - The queen passed away last month.
   - King Arthur won a competition.
3. To state finished actions, states, or habits in the past that we have introduced with the present perfect or another tense. This is sometimes called 'details of news'.
   Examples:
   - The knight had hurt his leg. He fell from his horse when traveling.
   - Rose has been on vacation. She went to Spain.
4. To relate stories or lists of events that happened in the past
   Example:
   The rider stopped his horse before a food stall. On his arrival, the place was not too crowded. He tied up his horse and then entered the food stall.

In the simple past tense, we use past verbs; regular and irregular verbs.

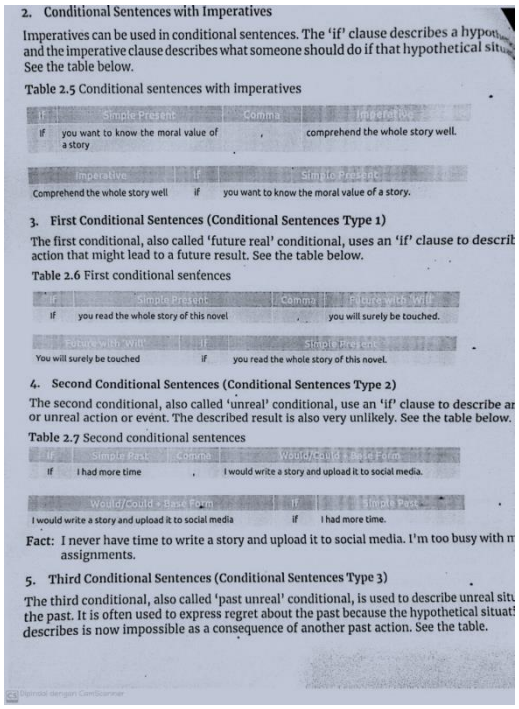
1. Regular Verbs

Regular past verbs always end with -d or -ed.

There are different formations of -d and -ed in regular past verbs. See the list of regular past verbs below.

Table 2.1 Regular past verbs

Base Verb	Past Verb
awaken	awakened
call	called
chat	chatted
create	created
cry	cried
employ	employed
examine	examined
live	lived
flip	flipped
like	liked
listen	listened
work	worked
play	played
prefer	preferred
refer	referred
retry	retried
reply	replied
stay	stayed
try	tried
use	used
want	wanted
need	needed
tighten	tightened



2. Conditional Sentences with Imperatives

Imperatives can be used in conditional sentences. The 'if' clause describes a hypot and the imperative clause describes what someone should do if that hypothetical situ See the table below.

Table 2.5 Conditional sentences with imperatives

If	Simple Present	Comma	Imperative
If	you want to know the moral value of a story	,	comprehend the whole story well.

Imperative	If	Simple Present
Comprehend the whole story well	if	you want to know the moral value of a story.

3. First Conditional Sentences (Conditional Sentences Type 1)

The first conditional, also called 'future real' conditional, uses an 'if' clause to describ action that might lead to a future result. See the table below.

Table 2.6 First conditional sentences

If	Simple Present	Comma	Future with Will
If	you read the whole story of this novel	,	you will surely be touched.

Future with Will	If	Simple Present
You will surely be touched	if	you read the whole story of this novel.

4. Second Conditional Sentences (Conditional Sentences Type 2)

The second conditional, also called 'unreal' conditional, use an 'if' clause to describe a or unreal action or event. The described result is also very unlikely. See the table below.

Table 2.7 Second conditional sentences

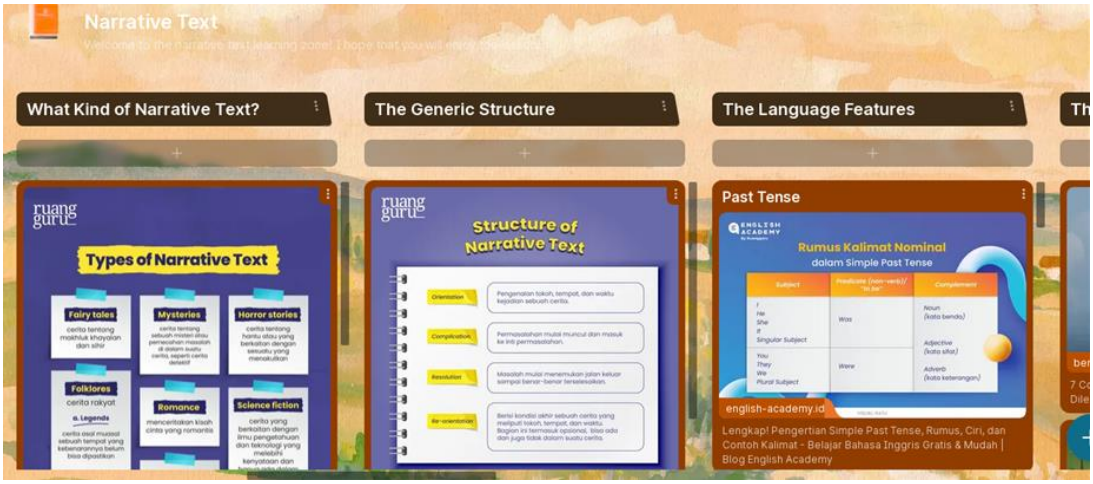
If	Simple Past	Comma	Would/Could + Base Form
If	I had more time	,	I would write a story and upload it to social media.

Would/Could + Base Form	If	Simple Past
I would write a story and upload it to social media	if	I had more time.

Fact: I never have time to write a story and upload it to social media. I'm too busy with n assignments.

5. Third Conditional Sentences (Conditional Sentences Type 3)

The third conditional, also called 'past unreal' conditional, is used to describe unreal situ the past. It is often used to express regret about the past because the hypothetical situat describes is now impossible as a consequence of another past action. See the table.


Narrative Text
What Kind of Narrative Text?
The Generic Structure
The Language Features
Types of Narrative Text
Fairy tales
Mysteries
Horror stories
Folklores
Romance
Science fiction
Structure of Narrative Text
Orientation
Complication
Resolution
Re-orientation
Past Tense
Rumus Kalimat Nominal
dalam Simple Past Tense
english-academy.id
Lengkap! Pengertian Simple Past Tense, Rumus, Ciri, dan Contoh Kalimat - Belajar Bahasa Inggris Gratis & Mudah | Blog English Academy

Narrative Text
What is the Fractured Story?
A fractured story is a story that has been written in another way. It aims at teaching an updated lesson or conveying a more modern moral message.
Fractured story adalah sebuah cerita fiksi yang diceritakan kembali dari cerita tradisional ke bentuk yang modern dengan diubahnya beberapa elemen cerita. Tujuan utama dari cerita ini adalah untuk memberikan pelajaran terkini atau menyampaikan pesan moral yang lebih modern.
The elements of a story are changed.
The following are several ways fracture a story :
1. Change the characters of the story.
2. Change the setting of the story.
3. Change the plot of the story.
4. Change the point of view (POV) of the story.
5. Change the the conflict of the story.
6. Change the end of the story.
7. Create a mix and match story.
Compare the text !
drive.google.com
FRACTURED STORY?

Narrative Text
are several ways fracture a
characters of the story.
setting of the story.
plot of the story.
point of view (POV) of the story.
the conflict of the story.
end of the story.
and match story.
Compare the text !
drive.google.com
FRACTURED STORY?
TASK 2 !
1. PLEASE MAKE A GROUP.
2. THEN OPEN THE G-DRIVE LINK AND READ THE TEXT "LITTLE RED RIDING HOOD" CAREFULLY.
3. AFTER THAT, PLEASE COMPARE THE TEXT BETWEEN THE TRADITIONAL VERSION AND THE FRACTURED VERSION.
Tambahkan bagian

Little Red Riding Hood
(Traditional Version)

One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed. "Remember not to talk to strangers!" Little Red Riding Hood's mother said. On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf. "Where are you going little girl?" he asked with his biggest smile. "To my grandmother's house on the other side of the forest," said Little Red Riding Hood who had forgotten what her mother told her. The wolf took a shortcut and ran ahead to Grandmother's house. When he got there, he went inside and swallowed Grandmother whole! Then he put on her cap and nightgown and climbed into her bed. When Little Red Riding Hood got there, she walked right up to the bed. "Grandmother! What big ears you have," she said. "All the better to hear you with my dear," said the wolf. "And what big eyes you have," she said. "All the better to see you with my dear," said the wolf. "And what big teeth you have," said Little Red Riding Hood. "All the better to eat you with!" said the wolf and he jumped out of bed and started chasing Little Red Riding Hood. A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.
Source: *http://interactives.readwritethink.org/fractured-fairytale (Retrieved: March 23 2022)*

Little Red Riding Hood

(A Fractured Fairy Tale)

POV: The Wolf

So I'm packing up my troubles in an old kit bag in the woods when I hear a twig snap. I turned to see a Little Red Hooded Teen with a picnic basket that said: "Mommy's little girl" along with a picture of the girl yawning. "Hey, Lil Hood, I like that basket." I rolled my eyes. "Whateva', I need to text Granny that you are utterly creeping me out." She threw a piece of gum in her mouth and stared into my eyes while chewing. A few seconds later, she pulled out a smartphone and pushed me out of the way. I started to follow her. "So, what's in the basket?" I asked. She backed away from me. I reached into my pocket for the Friendship Coupon I got for my birthday. Instead I pulled out an "I will eat you" coupon used for The Three Thousand Humongous Pigs restaurant, which enables you to get an allyoucaneat dinner. She screamed an earpiercing scream that made me roar and fall to the ground and curl up. "It's an armadillowolf and it's going to, like, totally attack me!" She shrieked and ran into the woods. A troop of seven dwarves marched out of the trees. They all turned towards me. "We're the Seven Levels of awesomeness," a red shirted dwarf said in a squeaky voice and then played a high chord on an electric guitar. The dwarf started to explain a boring history story. As soon as his eyes crossed, I stepped over the whole row of dwarves in one step. I continued to look for the Girl. "I want to be friends with you!" I yelled. "You are, like, a liar!!!" She responded from behind an incredibly noticeable tree trunk. "You, like, just gave yourself away!" I replied. She ran out from behind the tree. "I don't have a job! So please don't eat me!" she yelled. What a terrible excuse."Yes you do! You have a delivery job!" I spat back. She groaned. "Ugh! It's like mom all over again!" "Mom?" She led for the second time. As she ran away I saw a label on her basket. It said 'To Grandma, 2235 NE Forest Ct.' Hmmm …. Maybe …, just maybe, I could be friends with Little Hood there. I arrived at the old lady's door when I saw my old friend, Bobwolf, chasing three little pirates in the brig. He had recently chased three little famous pig chefs but that's a whole different… uh… mall game, I think. Anyway, I knocked on the door. "Who is it?" a sweet voice of a grandma called "The uh, Crayola department?" I answered. Wow, that was lame. "Come in," the grandma said. As soon as I entered, the grandma was so scared she jumped into my mouth. I accidentally swallowed the sweet little woman. BLECH!

Was she disgusting. At the worst time in possible times that are worse than worst times, Little Hood showed up. "Gra-any! I brought your cookies!" she sang. COOKIES!!! I DESPISE cookies. I swallow an old lady to make friends with somebody because I want to know what's in a basket, just for cookies! WOW, is my life messed up. "Okay, I'll take the cookies now my beloved Hooded Girl -- I mean, Granddaughter," I said in my best old lady voice. I waited at least a minute. "'Kay Grandma. Now let me hand you the goodies," she inally said. I reached a paw out. "Wow, Grammy, what big paws you have," she said in a slightly frightened tone. "Aren't you a bit too old to be concerned about what your Granny looks like?" I scolded back with a hint of worry. I heard a bubble pop. "No and F-Y-I, I'm only, like, fourteen." She sassed. "Wait, humans can't have paws! Hey, you're the creepy armadillowolf who wrote a note card that said 'I will eat you'!" I step guiltily out of the door. "You caught me red handed, wait no, you caught me by my hand." I gazed at my hand. The girl slapped it out of the way. "Enough chit-chat!" She said and then screamed, "DOCTOR!!!" One quote unquote Seven Levels of Awesomeness dwarf with a doctor coat appeared on the top of my head. "Pull out my Grandma!" the hooded girl ordered. "Don't do it!" I said with a creaky voice. The dwarf reached his hand into my throat. He pulled out a frog. "Boy, you have a frog in your throat," he said. I didn't speak a word. "Cat got your tongue?" The dwarf said, and pulled out a cat. "You're just full of surprises aren't you?" Finally, after tons and tons of terrible puns in my mouth, grandma was pulled out. Then we all lived taxfree ever after.

Source: https://www.kidpub.com/story/little-red-riding-hoodfractured-fairy-tale-wolf-53994766

Appendix 6: Students' Writing Draft Worksheet 1

ECO-WHITE.

In a world suffering from environmental decay, Snow White was an advocate for eco-friendly practices, living with seven nature-loving activists in a sustainable community. The stepmother, representing corporate interests, plotted against Snow White's environmental initiatives. She tricked Snow White into consuming a poisoned smoothie, causing her to fall into a deep sleep. The dwarves rallied the community, using their green expertise to create an antidote from rare plants. Snow White woke up to a rejuvenated world, and her efforts for a greener planet gained even more support.

DESVITA WIRIANTI EKA AYU PUSPITA (09).
SHAFINA PERMATA AULIA (31).

CYBERPUNK CINDER

In a gritty cyberpunk city, Cinderella was a skilled hacker trying to navigate the dangerous digital underworld.

Cinderella's stepmother, a notorious crime lord, framed her for a cybercrime she didn't commit. The stepsisters, skilled in cyber espionage, erased Cinderella's digital identity, leaving her an outlaw in the virtual realm.

Assisted by a mysterious online ally and her own hacking skills, Cinderella exposed the stepmother's criminal activities. The stepsisters were apprehended, and Cinderella became a celebrated vigilante in the cyberpunk city.

NAME : LUNA ARFY MAHARANI (18) & NURTIARA DIAH PERMATA (23)

CLASS : X-J

Appendix 7: Students' Writing Score 1

DAFTAR NILAI SISWA SMAN 4 BLITAR

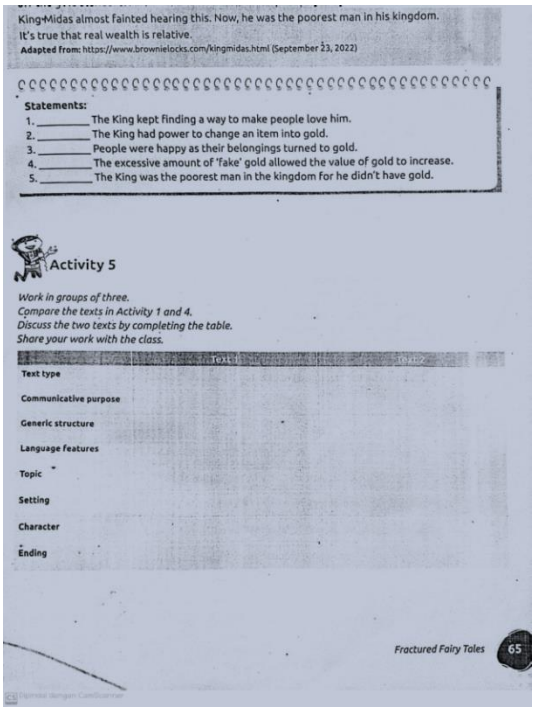
2023/2024

Kelas XJ

Materi : Fractured Story (Writing)

No	Nama Peserta Didik						
1	ABYAN RIZKY ABDILLAH	80					
2	ADELIA RIZKY ERWIANDRI	80					
3	ADHYAKSA NABIL FAWWAZ	86					
4	ALEX BAGUS EKA SYAHPUTRA	80					
5	ALFREDO PUTRA BAGASKARA	84					
6	ANISA NURLAILA HABIBAH	78					
7	ARFIS SALWA HIMATUS ZAKIA	76					
8	DEON KRIANO PUTRANTO	78					
9	DESVITA WIRIANTI EXA AYU PUSPITA	98					
10	ESA OKTA LISTYA ZUNA RAMADHANI	80					
11	FAREL RADITYA ANGGARA SAPUTRA	86					
12	FERNANDO ARISTO FAREL SAPUTRA	80					
13	FIKI ADITYA SAPUTRA	84					
14	HILMY ALVARO	80					
15	ICHEN SEPTYA PRISTIANI	92					
16	KEVIN EVANS KUSUMA	76					
17	LUKMAN HANIF ARRASYID	76					
18	LUNA ARFY MAHARANI	92					
19	M FADHIL KESATRIA FAJAR	84					
20	MOHAMMAD CANDRA ADITIYA	78					
21	NAYLA PRATIWI	86					
22	NEINA FITRA CAHYANI	80					
23	NUR TIARA DIAH PERMATA	84					
24	PRASETYO CUNDORO RAKASIWI	86					
25	PRIMA DINIS AZZAHRO	78					
26	RAISHA CATUR DEWANTRI	96					
27	RAMADHANI TRI SUSETYO	76					
28	RIVALDO PUTRA REVIANTO	96					
29	RIZMA INTAN RAHAYU	76					
30	SADIA EKA BHAKTI	94					
31	SHAFINA PERMATA AULIA	98					
32	SILVIA ABSANI YUNINGTYAS	84					
33	TRI HENI ERAWATI	94					
34	VIONA PUSPITASARI	86					
35	WILDAN ALBARR MUSYAFFA AHMAD	84					
36	WIYAR PUTRA PANGESTU	86					

Appendix 8: Remedial Assignments 1



King Midas almost fainted hearing this. Now, he was the poorest man in his kingdom.
It's true that real wealth is relative.
Adapted from: https://www.brownielocks.com/kingmidas.html (September 23, 2022)

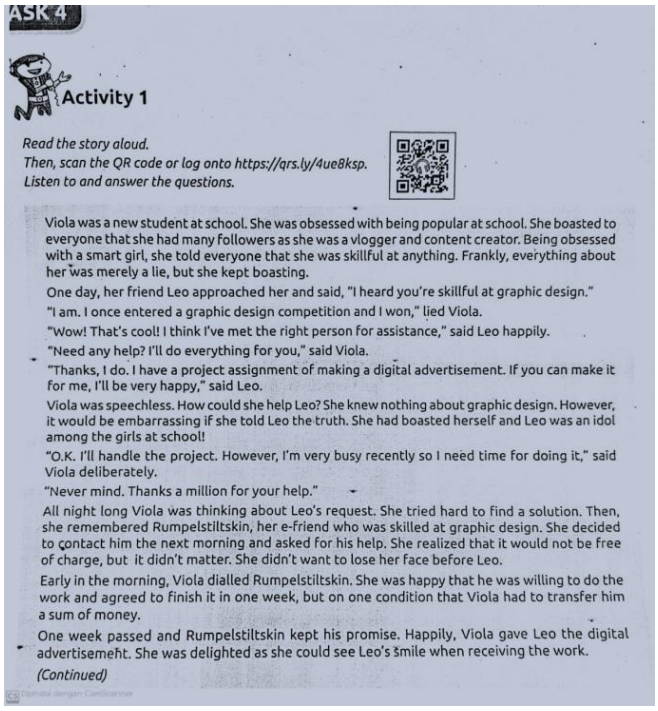
Statements:
1. _____ The King kept finding a way to make people love him.
2. _____ The King had power to change an item into gold.
3. _____ People were happy as their belongings turned to gold.
4. _____ The excessive amount of 'fake' gold allowed the value of gold to increase.
5. _____ The King was the poorest man in the kingdom for he didn't have gold.

Activity 5

Work in groups of three.
Compare the texts in Activity 1 and 4.
Discuss the two texts by completing the table.
Share your work with the class.

	Text 1	Text 2
Text type		
Communicative purpose		
Generic structure		
Language features		
Topic		
Setting		
Character		
Ending		

Fractured Fairy Tales 65



ASK 4

Activity 1

Read the story aloud.
Then, scan the QR code or log onto https://qrs.ly/4ue8ksp.
Listen to and answer the questions.

Viola was a new student at school. She was obsessed with being popular at school. She boasted to everyone that she had many followers as she was a vlogger and content creator. Being obsessed with a smart girl, she told everyone that she was skillful at anything. Frankly, everything about her was merely a lie, but she kept boasting.

One day, her friend Leo approached her and said, "I heard you're skillful at graphic design."

"I am. I once entered a graphic design competition and I won," lied Viola.

"Wow! That's cool! I think I've met the right person for assistance," said Leo happily.

"Need any help? I'll do everything for you," said Viola.

"Thanks, I do. I have a project assignment of making a digital advertisement. If you can make it for me, I'll be very happy," said Leo.

Viola was speechless. How could she help Leo? She knew nothing about graphic design. However, it would be embarrassing if she told Leo the truth. She had boasted herself and Leo was an idol among the girls at school!

"O.K. I'll handle the project. However, I'm very busy recently so I need time for doing it," said Viola deliberately.

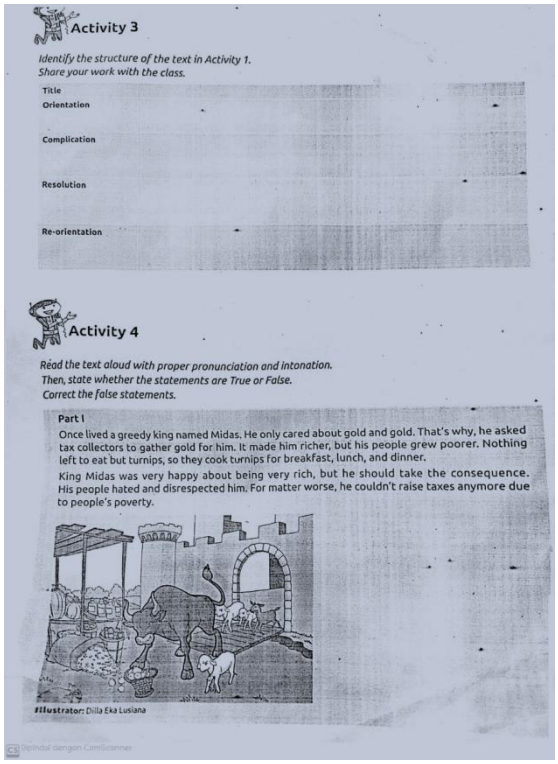
"Never mind. Thanks a million for your help."

All night long Viola was thinking about Leo's request. She tried hard to find a solution. Then, she remembered Rumpelstiltskin, her e-friend who was skilled at graphic design. She decided to contact him the next morning and asked for his help. She realized that it would not be free of charge, but it didn't matter. She didn't want to lose her face before Leo.

Early in the morning, Viola dialled Rumpelstiltskin. She was happy that he was willing to do the work and agreed to finish it in one week, but on one condition that Viola had to transfer him a sum of money.

One week passed and Rumpelstiltskin kept his promise. Happily, Viola gave Leo the digital advertisement. She was delighted as she could see Leo's smile when receiving the work.

(Continued)



Activity 3

Identify the structure of the text in Activity 1.
Share your work with the class.

Title	
Orientation	
Complication	
Resolution	
Re-orientation	

Activity 4

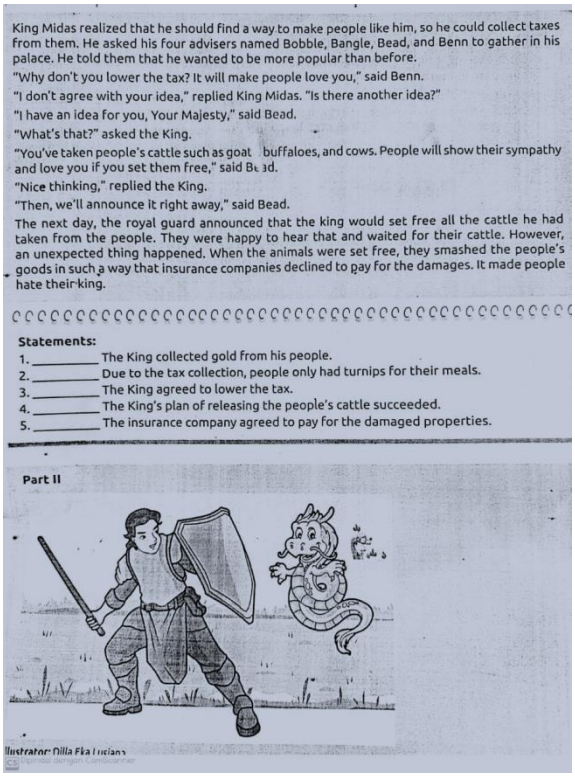
Read the text aloud with proper pronunciation and intonation.
Then, state whether the statements are True or False.
Correct the false statements.

Part I

Once lived a greedy king named Midas. He only cared about gold and gold. That's why, he asked tax collectors to gather gold for him. It made him richer, but his people grew poorer. Nothing left to eat but turnips, so they cook turnips for breakfast, lunch, and dinner.

King Midas was very happy about being very rich, but he should take the consequence. His people hated and disrespected him. For matter worse, he couldn't raise taxes anymore due to people's poverty.

Illustrator: Dilla Eka Lusiana



King Midas realized that he should find a way to make people like him, so he could collect taxes from them. He asked his four advisers named Bobble, Bangle, Bead, and Benn to gather in his palace. He told them that he wanted to be more popular than before.

"Why don't you lower the tax? It will make people love you," said Benn.

"I don't agree with your idea," replied King Midas. "Is there another idea?"

"I have an idea for you, Your Majesty," said Bead.

"What's that?" asked the King.

"You've taken people's cattle such as goat buffaloes, and cows. People will show their sympathy and love you if you set them free," said Bead.

"Nice thinking," replied the King.

"Then, we'll announce it right away," said Bead.

The next day, the royal guard announced that the king would set free all the cattle he had taken from the people. They were happy to hear that and waited for their cattle. However, an unexpected thing happened. When the animals were set free, they smashed the people's goods in such a way that insurance companies declined to pay for the damages. It made people hate their king.

Statements:
1. _____ The King collected gold from his people.
2. _____ Due to the tax collection, people only had turnips for their meals.
3. _____ The King agreed to lower the tax.
4. _____ The King's plan of releasing the people's cattle succeeded.
5. _____ The insurance company agreed to pay for the damaged properties.

Part II

Illustrator: Dilla Eka Lusiana

Appendix 9: Certificate of Research Completion 1

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 4 BLITAR
Jln. Melati No. 49, Telp. (0342) 805091 Blitar, NSS 301056502004, NIS 300204, NPSN 20574675
Website : sman4blitar.sch.id, Email: sman4blitar@yahoo.com
BLITAR 66111

SURAT KETERANGAN

Nomor : 420/142/101.6.11.4/2024

Yang bertanda tangan di bawah ini :

Nama	: **SUPRAPTO, S.Pd**
NIP	: 19670810 199103 1 012
Pangkat/Golongan	: Penata Tk I, III/d
Jabatan	: Kepala Tata Usaha
Unit Kerja	: SMA Negeri 4 Blitar

Menerangkan dengan sebenarnya bahwa :

NO	NAMA	NIM	PRODI	UNIVERSITAS
1	Anggun Nurafni O	20108810015	Pendidikan Bahasa Inggris	Universitas Islam Balitar
2	Yuli Wahyuning Tiyas	20108810012	Pendidikan Bahasa Inggris	Universitas Islam Balitar

Mahasiswa tersebut di atas telah benar-benar melaksanakan tugas Penelitian di SMA Negeri 4 Blitar pada Tanggal 20 Mei s.d 10 Juni 2024.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Blitar, 11 Juni 2024
A.n. Kepala SMA Negeri 4 Blitar,
Kepala Tata Usaha

PEMERINTAH PROVINSI JAWA TIMUR ★ DINAS PENDIDIKAN ★ SMAN 4 BLITAR

SUPRAPTO, S.Pd
NIP. 19670810 199103 1 012

Appendix 10: Documentations 1

Interview with an English Teacher at SMAN 4 Blitar	Interview with 10th grade students at SMAN 4 Blitar
Learning process Activity	Discussion Activity
Discussion Activity	The Students Are Collaborating On Their Essay