**The Implementation Of Task-Based Writing Activities In Teaching Writing To The** **Second Semester At Nurse Program Of Health Sciences Faculty Of Kadiri University**

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| **ABSTRACT**  Writing is a very important skill, In writing, a teacher should encourage students to produce a text as a medium to communicate their ideas or opinions to others through written form. The research method uses in research activity to achieve and expect the objective of the research. The researcher uses a qualitative approach. The data were not treated by statistical procedures. The results of the study were descriptive. It means that the researcher describes directly based on the data gotten from the interview and the class observation. The subject of the research was the students in the second semester of the nurse program of the Health sciences faculty of Kadiri University which consists of 30 students. Based on the result of observation and interview, The researcher implemented Task-based Writing Activities in teaching writing, the teacher taught based on the lesson plan. The researcher used three phase technique (Pre, Whilst, Post) From the explanation above, the researcher concludes that the procedure of the implementation of Task-based Writing Activities in teaching writing is match to the theory, the result of interview and lesson plan. |
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| **Keywords:** history of development, church, growth, views of the congregation |

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| **ABSTRAK**  Menulis adalah keterampilan yang sangat penting, Dalam menulis, seorang guru harus mendorong siswa untuk menghasilkan teks sebagai media untuk mengkomunikasikan ide atau pendapat mereka kepada orang lain melalui bentuk tulisan. Metode penelitian digunakan dalam kegiatan penelitian untuk mencapai dan mengharapkan tujuan penelitian. Peneliti menggunakan pendekatan kualitatif. Data tidak diperlakukan dengan prosedur statistik. Hasil penelitian bersifat deskriptif. Artinya peneliti mendeskripsikan secara langsung berdasarkan data yang diperoleh dari wawancara dan observasi kelas. Subyek penelitian adalah mahasiswa semester 2 program keperawatan Fakultas Ilmu Kesehatan Universitas Kadiri yang berjumlah 30 mahasiswa. Berdasarkan hasil observasi dan wawancara, peneliti menerapkan Kegiatan Menulis Berbasis Tugas dalam pengajaran menulis, guru mengajar berdasarkan RPP. Peneliti menggunakan teknik tiga tahap (Pre, While, Post) Dari penjelasan di atas, peneliti menyimpulkan bahwa prosedur pelaksanaan Kegiatan Menulis Berbasis Tugas dalam pengajaran menulis sesuai dengan teori, hasil wawancara dan RPP. |
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| **Kata Kunci:** Wawancara, Pelaksanaan, Observasi, Kegiatan Menulis Berbasis Tugas, Pendekatan Kualitatif. |

**INTRODUCTION**

In English language learning the students need to think more in learning because the students are difficult to pronounce, read or write in English. In English language learning the students find four skills, there are speaking, listening, reading and writing Alice Oshima and Ann Hoque, (1991:11). As it is known that writing is very important skill, writing is needed to be taught. In writing, a teacher should encourage students to produce a text as a medium to communicate their ideas or opinions to others through written form. However, there are some problems that are found by the teacher. The first problem is the students try to avoid writing because it needs a long process to create a good writing and it is too complicated , Brown, (2001:10)

The other problem is students get difficulties in organizing their ideas. In this case the teacher is needed to teach students how to manage their ideas and write them in order, so the students produce a good writing. According Don Shiach, 2009, it is important for the teacher and the students to have basic understanding of how English operates and functions as writing and the ways in which writing is different from speech.

Besides two problems above, lack of vocabularies is also a problem for students to write, particularly for beginner researcher. It is often that students cannot create a good writing because they do not know appropriate vocabulary for their writing Ruth Baygell., (2003: 15). Since vocabularies make the students frustrated, the teacher should help the students by giving vocabulary preparation as their guided writing. Guided writing is an instructional writing context that mainly guides students in writing process through modeling, support, and practice (Lynn Quitman Troyka. Simon & Schuster, 1993)

From the situation above, researcher tried to apply the method to improve students' skills in writing. Researcher uses the method of Task-based Writing Activities**.** Task-based writing activities are activities that require the use of the target language in order to complete a writing task.

**DISCUSSION**

1. **Definition of Task-based Writing**

Recent years have seen a growing interest in task-based language teaching (TBLT), and the role of tasks in second or foreign language acquisition, Broughton, (2003:17). TBLT, a methodology that is widely used in language learning Ellis, (2003: 12) , is believed to be known as an approach that enjoys the potential to make up for the inadequacies of communicative language teaching (CLT) and can be considered as “a logical development of it, ” Brown (2001: 223). Techniques, principles, and process-or product-based applications of TBLT and their contribution to foreign language learning and acquisition have been among the most debated topics in the field of foreign language teaching since the early 1990s.

Task-based writing instruction within the larger framework of TBLT makes learners involved in active mutual work on tasks that are reasonable for them and related to their real-life experience Jack C. Richard, (2002: 148)

Concerning writing task features, researchers have argued over some characteristics of tasks such as the amount of time available to learners Klapper, (2003: 81), whether the task is completed individually or collaboratively Ellis, (2003: 122), whether the task is reciprocal or nonreciprocal and concluded that all these factors affect the process of learning how to write.

1. **The Steps of Task-based Writing Activities Method**

Writing is the important basic to improve comprehension of text or the material; we can also improve vocabulary and spelling by writing Broughton, (2003: 10). To improve writing comprehension, we can choose method that appropriate, and one of method is used Task-based Writing Activities method. There are the steps of using Task-based Writing Activities method in teaching writing, as follows:

1. The teacher reads the text dictation at a fluent speed.
2. The teacher then reads each sentence slowly, word by word, so that students can write the sentences.
3. The teacher finishes the dictation by reading the text a last time at a fluent speed.
4. Students copy the text from handout without referring back to the dictation that they wrote before.
5. Students read through the dictation that they wrote before and correct any mistakes they made, using the dictation text that they copied as a reference.
6. Students pair up and take turns reading the dictation (that they copied as a reference) to each other and writing it out.
7. Students then correct each other’s work using the dictation text that they copied.
8. The teacher repeats to read the text.
9. The teacher then grades the final written dictation.

Based on the explanation above, the Task-based Writing Activities method can use to improve students’ writing comprehension and help the students to remember the material in learning process.

1. **Research Design**

The researcher uses a qualitative approach, Bricki & Green, (2007: 112) Qualitative research is more likely to explore processes (for example, how the community makes sense of the accident) than outcomes (the frequency of farm accidents). Qualitative research focuses on the meanings of experiences by exploring how people define, describe, and metaphorically make sense of these experiences Maria Da Graca L. C. Pinto, (2005: 165) It means that qualitative methods is a method that used to observe the natural setting as the direct source of data and researcher is the key instrument. This research describes the process of teaching writing using Task-based Writing Activities method in the classroom. And this research makes the readers get a clear description about how the process of teaching writing using Task-based Writing Activities method to students.

**3.1 Research Procedures**

The researcher needs some procedures to do this research because the researcher wants this research get result as well as possible. There are some procedures the researcher takes to collect the data, they are:

1. **Preparation**

In this step, the researcher asked for permission from the Dean of Health Sciences faculty of Kadiri University to do research and prepare the instrument.

1. **Processing**

The researcher gives some duty to write and observes the teaching writing process in the classroom, and interview the students about some of the difficulties teaching writing.

1. **Finishing**

After getting all the data, the researcher analyzed them by using a concurrent embedded strategy to find out the result. The data collections were described clearly by using a qualitative approach.

1. **Writing Report**

This step was done when all data have been analyzed clearly by using qualitative analysis. The researcher analyzes the data, the result of observation, and make conclusion.

**3.2 The Implementation of Teaching Writing Using Task-based Writing Activities**

The result of the implementation of Task-based Writing Activities in teaching writing to the second semester of the nurse program of the Health Sciences faculty of Kadiri University is based on the observation, the interview of the teacher, and the documentation.

1. **Result of Observation**

Based on the observation to the teacher when she was taught writing recount text by Task-based Writing Activities, in the lesson plan the teacher chose material, skill, and decided competence standard and base competence. Then the teacher arranged the procedure of teaching process. The teacher used three phase technique ( pre, whilst and post) and the last the teacher also arranged the evaluation for the students.

**First Meeting**

1. Pre Writing.

In these steps, the teacher greeted the students with said Assalamualaikum, prayed before starting teaching, and checked the students’ attendance one by one. Based on the researcher observation, the time of the teaching and learning process was 2x45 minutes. And the last she started the material about recount text.

1. Whilst Writing.

The teacher gave leading questions to the students before explaining the material. The leading question was about the recount text. She answer about the definition, language features, and generic structure. Then the teacher gave brain storming to the students about the topic that would be learned.

She explained the steps to do the task by using Task-based Writing Activities to the students. Then she started the dictation by read the text with the title “Past Activities” taken from internet. The students write the text based on what she said on their paper. After that, the students take turns to read the dictation. After students finished their task, the teacher asked them to submit it to the teacher.

1. Post Writing.

The last, the teacher asked the students about the difficulty in writing the dictation in recount text. Then the teacher gave them feedback in order to improve their understanding of how to write a sentence in recount text. And the last teacher leaved the class by said Wassalamualaikum and thanks for an attention to the students.

**Second meeting**

1. Pre Writing

The teacher greeted the students by said Assalamualaikum and checked the attendance list one by one. She also asked them the previous material discussed in last meeting.

1. Whilst Writing

The teacher reviewed the definition, generic structure, and language features of recount text. After then the teacher started the second dictation with the title “Holiday”. The teacher takes the dictation twice because the teacher wants the students know and understand how to write word or sentence in English well by using recount text. As like the step before, she read the text with the title “Holiday” taken from internet. The students write the text based on what she said on their paper. After that, the students take turns to read the dictation. After students finished their task, the teacher asked them to submit it to the teacher.

1. Post Writing

The teacher asked if the students still found difficulties when write a paragraph in recount text. Then the teacher gave review to make students understand the material well. Finally the teacher leaved the class by said Wasallamualaikum and thanks for coming and attention for the students.

1. **Documentation**

The researcher collected the documentation during the research process. In this research, the writer took the documentation from the student’s worksheet, student’s attendance list, lesson plan, and the picture in teaching and learning process.

1. **The Students’ Response in Teaching Writing Using Task-based Writing Activities method**

The result of the implementation of Task-based Writing Activities in teaching writing to the second semester of the nurse program of the Health Sciences faculty of Kadiri University based on the observation, the interview of the teacher and the documentation.

* 1. Result of Observation

Based on observation to the students when teacher was taught writing recount text by Task-based Writing Activities. The observation devided into first and second meeting.

**First meeting**

* + - 1. Pre Activity

In these steps, the students answer the teacher greeted with said Walaikumsalam, the leader of the class lead to pray before starting teaching, and the when the teacher checked the students’ attendance they must raise the hand.

* + - 1. Whilst Activity

The students answered the teachers’ leading questions before explaining the material. The leading question was about the recount text. They answer about the definition, language features, and generic structure. Then the students observed the teacher explanation about the material. After finished the students analyzed the generic structure of the text “Past Activities” and then find the language features in the text.

After that, the teacher read the text with the title “Past Activities” and the students write the word based on the teacher said in their paper. Although while teaching learning process the students always ask how to write the sentence correctly.

* + - 1. Post Activity

The last, the students ask the difficulty in writing of recount text. Then students observed the teacher feedback to improve their understanding of how to wrote a sentence in recount text. And the last students answer the teacher greeted with said Wa’alikumsalam.

**Second meeting**

* + - 1. Pre Activity

The students answer the teacher greeted with said Walaikumsalam, the leader of the class lead to pray before starting teaching, and the when the teacher checked the students’ attendance they must raise the hand. When the teacher ask about the previous material discussed in last meeting the students must answered yet.

* + - 1. Whilst Activity

The students observed the teacher explanation about the definition, generic structure, and language features of recount text. After that, the teacher read the text with the title “Holiday” and the students write the word based on the teacher said in their paper. The students did the dictation twice because the teacher want the students can write the sentence in English correctly especially in recount text.

* + - 1. Post Activity

The students asked if they still found difficulties when write a paragraph in recount text. Then the students observed the teacher reviewed about the material. Finally when the teacher leaved the class they answered Wa’alikumsalam.

* 1. Result Questionnaire

The questionnaire was given to the students to know the students responses when the teacher applied Task-based Writing Activities in teaching writing. The questionnaire were prepared by the researcher after the teaching and learning process. The researcher distributed the questionnaires to the students, 36 students did the questionnaire which consisted of 10 questions.

* + - 1. Question number 1 (Apakah anda merasa kesulitan dalam pelajaran bahasa Inggris?)

40% students answered Yes and 60% students answered Sometimes. From the result above, the researcher know that English was difficult for them.

* + - 1. Question number 2 (Apakah anda bisa menulis kata-kata atau kalimat dalam bahasa Inggris sebelumnya?)

16.7% students answerd Yes and 80% students answered Sometimes. From the result above means that the students could not write the word or sentence well.

* + - 1. Question number 3 (Apakah anda kurang mengerti tentang bagaimana penulisan kata-kata atau kalimat bahasa Inggris dengan benar?)

36.7% students answered Yes and 63.3% students answered Sometimes. It conclude that the students didn’t understand yet about writing English.

* + - 1. Question number 5 (Apakah anda senang dengan diterapkannya metode Task-based Writing Activities?)

26.7% students answered Yes and 46.6% students answered Sometimes. The researcher concludes that the students not too interested with this method because this method is too serious and need much attention.

* + - 1. Question number 5 (apakah metode Task-based Writing Activities membantu dalam menulis kata-kata atau kalimat dalam bahasa Inggris?)

60% students answered Yes and 36.7% students answered Sometimes. It means that this method could help and could increased the students to write in English.

* + - 1. Question number 6 (Apakah menurut anda metode Task-based Writing Activities merupakan metode yang menyenangkan, tidak membosankan dan menarik?)

30% students answered Yes and 60% students answered Sometimes. The researcher concludes that students feel bored and it too serious for them.

* + - 1. Question number 7 (Apakah menurut anda menulis dalam bahasa Inggris masih menjadi materi yang sulit?)

30% students answered Yes and 63.3% students answered Sometimes. It means that the students still had many difficulties in writing English.

* + - 1. Question number 8 (Setelah diterapkannya metode Task-based Writing Activities apakah anda merasa terbantu dan terlatih untuk menulis dalam bahasa Inggris?)

63.3% students answered Yes and 36.7% students answered Sometimes. It concludes that the method could help most of students to write in English well.

* + - 1. Question number 9 (Menurut anda apakah anda bisa menulis dalam bahasa Inggris dengan lancar di hari yang akan datang?)

46.7% students answered Yes and 53.3% students answered Sometimes. It means that the students understand about writing English.

Based on the questionnaire above the researcher could know that 42.01% students answered Yes, 52.99% students answered Sometimes and 5% students answered No. It means the second semester of the nurse program enjoyed the teaching and learning process when the teacher applied Task-based Writing Activities. So, the researcher concluded that the students gave good responses when the teacher was applied Task-based Writing Activities in teaching writing.

* 1. Documentation

The researcher collected the documentation during the research process. In this research, the researcher took the documentation from the student’s worksheet, student’s attendance list, student’s questionnaire, and the picture about the student’s activity in teaching and learning process.

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the result of class observation, the implementation of Task-based Writing Activities consist of three activities, they are: pre-activity, whilst-activity, and post-activity. In pre activities the teacher greeted with the students, prayed and then check the attendance list on by one. In whilst activity, the teacher explained about definition, generic structure and then language features of recount text. Then the teacher gave the first dictation and the students wrote what the teacher read in their paper. And the next meeting, the teacher gave the second dictation because the teacher wants the students know and understand how to write word or sentence in English. In post activity the teacher gave feedback to the students and the teacher asked the students if they still found a difficulties from the teaching and learning process, When teaching and learning process, the students gave good responses. Although the students felt bored while teaching and learning process.

And the last based on the Questionnaire the researcher could know that the second semester of the nurse program of the Health sciences faculty of Kadiri University got more vocabulary when the teacher implemented Task-based Writing Activities. This method help the students to increased their understanding to write sentence in English, especially recount text. Although the students not too interested the teaching and learning process because the students felt too serious and need much attention. So, the researcher concluded that the implementation of Task-based Writing Activities can increase the students skill in writing.

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