

**THE IMPLEMENTATION OF TASK-BASED WRITING ACTIVITIES IN
TEACHING WRITING TO THE EIGHTH GRADE STUDENTS OF SMP
NEGERI 1 PAPAR
IN 2014/2015 ACADEMIC YEAR**

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



BY:

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FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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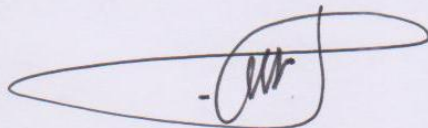
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Approved by the Advisors to be proposed to
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University of Nusantara PGRI Kediri

Kediri, June, 2015

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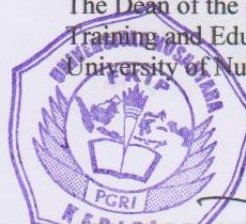
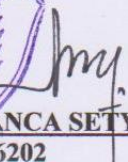
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THE IMPLEMENTATION OF TASK-BASED WRITING ACTIVITIES IN TEACHING WRITING TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PAPAR IN 2014/2015 ACADEMIC YEAR

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ABSTRAK

Writing is one of the four basic skills and it is very complex and difficult to learn. To make the students easy to understand and know how to write in English correctly is by using Task-based Writing Activities. The research design taught was used by the researcher is qualitative research. This research was taken in SMP Negeri 1 Papar May 2015. The subject of this research was the eighth grade students of SMP Negeri 1 Papar consisting of 36 students.

The implementation of Task-based Writing Activities helped the students to write easily and correctly. The teacher implemented the method by doing dictation. The activity is the teacher reads the text then the students write the sentence that the teacher read. The teacher did the dictation twice because the teacher wants the students really understand how to write correctly. For the observation of teacher and students gave good responses. In interview, teacher said that this method is suitable in teaching writing. The result of questionnaire is 42.01% students answered Yes, 52.99% students answered Sometimes and 5% students answered No. It means that the students enjoyed the teaching learning process.

The conclusion is the implementation of Task-based Writing Activities in teaching writing helps the students to write in English correctly.. The researcher also gives some suggestions to the English teacher that the teacher should improve the material and should be interesting in teaching and learning process. For the next reseacher, it is hopes that this research can give more information and for the students always study hard.

Kata Kunci

Implementation, Task-based Writing Activities, Teaching writing

I. Introduction

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. 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. 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. Since vocabularies make the students frustrated, the teacher should help the students by giving vocabulary preparation as their guided writing. From the situation above, researcher tries 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. The goal is the completion of the task and the use of the language, though the expectation is that the target language is being used to complete the task.

II. Research Design

There are many methods in designing the research. They are quantitative and qualitative. Research method can help the researcher to get data which are very useful in designing the research. The researcher uses qualitative approach. 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: Preparation, Processing, Finishing, and Writing Report.

The researcher took place at SMP Negeri 1 Papar, which is located Jl. Raya Papar No. 119 Papar. The subject of the research was the teacher of SMP Negeri 1 Papar who taught the eighth grade students of SMP Negeri 1 Papar 2014/2015 academic year and the students of VIII B class. In collecting the data, the researcher needs some instruments to ease in getting the data. The instruments used in this research are observation and interview.

III. Research Finding

In research findings described about the real fact stated in the field regarded with the title “The Implementation of Task-based Writing Activities in Teaching Writing to The Eighth Grade Students of SMP Negeri 1 Papar in 2014/2015 Academic Year”. Besides that, research finding bellow was based on the result of the data collection and the data analysis of the research methodology. And the data was collected on 23rd May – 27th May 2015.

The result of the implementation of Task-based Writing Activities in teaching writing to the eighth grade students of SMP Negeri 1 Papar based on the observation, the interview of the teacher and the documentation.

Based on 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. To make this research more qualified, the researcher explained about the result of the interview with the teacher. Based on interview the writer using dialogue with teacher to get the information about Task-based Writing Activities in teaching writing. The writer interviewed Mrs. Erna Puji Rahayu, S.Pd as an English teacher of VII and VIII students in SMP Negeri 1 Papar. The question consist of 3 points there are general information about the teacher and the material, teaching writing using Task-based Writing Activities and the evaluation in teaching writing using Task-based Writing Activities. 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.

The result of the implementation of Task-based Writing Activities in teaching writing to the eighth grade students of SMP Negeri 1 Papar based on the observation, questionnaire and the documentation. Based on the questionnaire, the researcher could

know that 42.01% students answered Yes, 52.99% students answered Sometimes and 5% students answered No. It means the eighth grades tudents of SMP Negeri 1 Papar 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.

IV. Discussion

The researcher explained the implementation of Task-based Writing Activities to the eighth grade students of SMP Negeri 1 Papar, and the student's response in Task-based Writing Activities in teaching writing to the eighth grade students of SMP Negeri 1 Papar. The discussion was taken from the result of observation, interview and documentation.

The result of the Implementation of Task-based Writing Activities in Teaching Writing to the eighth grade students of SMP Negeri 1 Papar in here is about the result of Observation and the teacher's interview. Based on the result of observation to the teacher when she was implemented Task-based Writing Activities in teaching writing recount text, the teacher taught based on lesson plan. The teacher used three phase technique (Pre, Whilst, Post). It consisting of pre activities, whilst activities and post

activities. 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 difficulties from the teaching and learning process. The technique used by the teacher make the students understand how to write the sentence in recount text correctly. When teaching and learning process, the students gave good responses. Although the students felt bored while teaching and learning process. Based on the result of interview with the teacher after she taught in front of the class, she told the researcher about the procedures of Task-based Writing Activities implemented in teaching writing recount text at eighth grade students of SMP Negeri 1 Papar.

The result of the students' response in teaching writing using Task-based Writing Activities to the eighth grade students of SMP Negeri 1 Papar in here

based on the Observation of students and the Student's questionnaire. Based on observation the students gave good response when the teacher implemented Task-based Writing Activities in teaching writing. Although when teaching and learning process the students felt bored and not interested because it need much attention to listen and too serious. Based on the result of questionnaire, it can be conclude that most of students in class VIII B at SMP Negeri 1 Papar don't like write using English. They less understanding about how to write the word or sentence in English correctly. The teacher ever used Task-based Writing Activities on the teach writing in the class. They less enthusiasm when the teacher used Task-based Writing Activities in teaching and learning process because this method is too serious. But they got more understanding in writing skill after the teacher used Task-based Writing Activities in teaching writing. It can be conclude that the implementation of Task-based Writing Activities in teaching writing can make students feel easily in writing skill and they can easily understand the material.

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