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IMPROVEMENT OF SCIENTIFIC WORK WRITING WITH THE TASK-BASED LANGUAGE TEACHING METHOD IN THE ENGLISH EDUCATION PROGRAM

Muhammad Hasbi[1], Nur Inayah[2*], Fatmawati Latif[3], Mutmainna[4], Ainun Fahira[5]

[1, 2*, 3, 4, 5] Institut Agama Islam As'adiyah Sengkang, Sengkang, Indonesia
nurinayah@gmail.com

Abstract

The goal of this community service is to apply the Task-Based Language Teaching (TBLT) technique in writing scientific articles to improve the writing skills of students in the English Education Study Program. Classroom Action Research (CAR) was used in this study, which was divided into two cycles. Thirty students who took the Introduction to Thesis Writing course were used as research subjects. Direct measurement and observation are used to acquire data. Tests and observation sheets are used as data collection instruments. Data triangulation was utilized as a data analysis tool. The findings revealed that: (1) the TBLT method has been shown to increase student learning activities, interaction in learning, and student independence; (2) the average ability of students in writing scientific papers has increased from 5.21 in the first cycle to 7.1 in the second cycle; and (3) the teaching and learning process of writing scientific papers has become more meaningful, interesting, and fun.

Keywords: Task Based Language Teaching, Writing Skills

Introduction

The language skill that must be possessed by a student is writing (Olinghouse & Graham, 2009; Kurniaman, Yuliani, & Mansur, 2018; Zainuddin et al., 2019). There are several reasons put forward for the importance of writing, although writing skills are still very difficult for many. Writing is important because it can be a means to find something, generate new ideas, train the ability to organize and clarify various concepts or ideas, cultivate an objective attitude that exists in a person, help absorb and process information, and train to think actively (Graham, 2018; Graham, 2019; Zaccara, Ries, & Jaffrey, 2019).

Students need to be able to produce scientific articles in order to meet academic demands during the lecture period, such as compiling papers, creating observation reports, writing books, and compiling a thesis or final project (Stoilescu & McDougall, 2010). Not only that, but the ability to write scientific articles is critical for the academic community in higher education to invigorate and stimulate national culture in order to keep up with the quick pace of information flow (Canagarajah, 2002; Goodfellow, 2011; Spante et al., 2018). As a result, it is evident that writing is extremely beneficial, even if the writing process remains challenging.

This issue is demonstrated in the Introduction to Thesis Writing course, which is one of the scientific writing skills courses. Almost all students cannot articulate their ideas cohesively and logically, according to observations from the fourth-semester students' first assignment in composing essay writing, which includes students' capacity to organize ideas. As a result, students' ideas appear jumbled or disorganized, making the explanations in the resulting paragraphs difficult to comprehend, especially when combined with poor English vocabulary and grammar knowledge (grammar). Students also have a tendency to overlook mechanical requirements like spelling and grammar, resulting in errors in their writing. This recklessness is deserving of notice.

*Correspondent Author: nurinayah@gmail.com

According to information acquired from interviews with topic lecturers, teachers confront challenges in dealing with student concerns in class, including students' abilities to organize thoughts, provide criticism, and student autonomy (student learning autonomy). Efforts to address this have included offering sufficient theoretical explanations and examples, among other things. The teacher also tries to provide comments based on common student errors, but this does not help students become more aware of their writing's flaws. According to the researcher, pupils' freedom in checking and improving their writing skills is severely insufficient.

A number of pupils were also interviewed. According to students, professors employed the lecture technique more frequently in earlier writing classes. Students are more willing to accept information than they are to explore it for themselves. Students are rarely allowed to raise questions during lectures. This is due to the lecture style, which makes pupils more representational rather than productive in the end. Another issue identified during the interview was the lecturers' lack of utilization of learning media, resulting in a boring teaching and learning process.

Task-Based Language Teaching (TBLT) is a language teaching method that uses tasks as the central organizing unit for designing and compiling instructional materials (Ellis, 2009; Richards & Rodgers, 2014; Mulyadi et al., 2021). In other words, the use of tasks as a means of achieving educational goals is central to language teaching. Tasks are activities or behaviors that occur as a result of processing or understanding language (Ellis, 2000; Ellis, 2009; Swain & Lapkin, 2000), such as classroom activities that require students to use their grammatical knowledge to convey their meaning by understanding, manipulating, generating, or interacting in the target language. Even though meaning and form are inherently interrelated, students are taught to engage in communicative activities that prioritize meaning over form through assignments. Students are encouraged to communicate communicative meaning using their grammar expertise (Lee, 2002; Tanveer, 2007; Gilmore, 2011).

The task involves communicative use of language, and the user's attention is centered on meaning rather than grammatical form, according to the task definition. This isn't to say that form isn't vital; form and meaning are inextricably linked. Grammar exists to help people communicate communicative meaning in their language (Juang & Furui, 2000; Ellis, 2006). There are at least six types of tasks that can be used to assist language learning success in the TBLT framework (Baralt & Morcillo Gómez, 2017; Chou, 2017; Kim, Jung, & Tracy-Ventura, 2017, Chen & Wright, 2017; Chong & Reinders, 2020). (1) Sorting the list; (2) Organizing and Sorting; (3) Comparing; (4) Solving difficulties; (5) Sharing personal experiences; and (6) creative tasks are the different types of tasks.

Researchers are interested in using the Task Based Language Teaching (TBLT) method to construct a new learning model to improve writing skills based on the challenges that have been mentioned. The goal of this community activity is to employ the TBLT method to improve the writing skills of fourth semester English Education Study Program students.

Implementation Method

Classroom Action Research was employed as the research approach (CAR). The CAR procedure is divided into four stages: planning, implementation, observation, and reflection. In Figure 1, you may see a diagram of the basic CAR procedure.

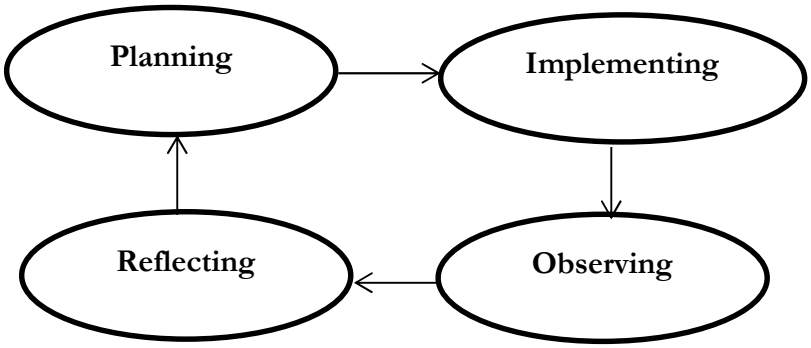

Figure 1. Classroom Action Research Design Flowchart

Students in the fifth semester of the IAI As'adiyah Sengkang English Education Study Program served as research subjects. The selection of study topics is made by picking one class that faces difficulties in learning to produce scientific papers. According to the findings, the fifth-semester class had the lowest writing competence compared to the other three classes, based on information from the lecturer in charge of the Writing course.

Direct measurement and observation are used to acquire data. Writing tests and observation sheets were used as data collection techniques at the start of the study and at the end of each cycle. Data triangulation was utilized as a data analysis tool.

Results and Discussion

The research findings are presented in stages in the form of learning cycles. The following are the class activities taken in the fifth semester at IAI As'adiyah Sengkang's English Education Study Program in applying the TBLT approach to scientific writing skills.

Cycle I

Planning

The activities of adopting TBLT in the classroom, such as creating SAP, research tools, and writing assessments, were explored by researchers and partners.

Implementation and Observation

Researchers use TBLT to educate students on how to write scientific papers. At each meeting, researchers and collaborators used observation sheets and footnotes to document all activities in class.

Reflection

At the end of the cycle I, researchers, and collaborators reflected on all teaching and learning activities. The first and second meetings' implementation of TBLT, the circumstances in the classroom when TBLT was applied, and reflection on students' writing scores were among the topics covered in these reflections. Researchers and partners came to the conclusion that cycle II should be.

The highest score on the formative test for the first cycle was 8.2, while the lowest score was 2.5. In the first cycle, the average writing test score was 5.21, with category C being the highest. The findings of the first cycle's observations revealed that the amount of student participation in scientific writing skills was quite successful in piquing students' interest in writing. Students who are generally given a topic and then asked to develop it into a scientific paper appear to be more

motivated in learning when using TBLT. Although some students are still nervous when asked to answer questions from the instructor about the exhibited assignments, it is clear that they are enthusiastic and excited. Therefore, learning still needs improvement and continued to cycle II.

Based on the first cycle's findings, lecturers and collaborators attempted to improve learning activities in the second cycle by focusing on the first cycle's flaws, both in terms of lecturers, students, media, and learning models.

Cycle II

Cycle II was conducted since there were still flaws in the learning process discovered during Cycle I. The learning method was the same in Cycle II as it was in Cycle I. Cycle II, on the other hand, refined the activities carried out in Cycle I.

The lecturer delivers the learning objectives by discussing the actions that students will take during the learning process at the start of class. The instructor then explained to the students that preparing the final work, grammar and style guidelines, last touches, sample term papers and reports, and delivering an oral presentation were all important aspects of learning to write scientific papers. During the lesson, students were divided into 10 groups and each group consisted of 3 students with heterogeneous abilities.

Students complete the tasks assigned by the professor in the form of exercises on gathering information, declaring the thesis statement, making a preliminary outline, and revising your outline and draft during each learning activity to create scientific papers. These activities are done in groups in order to improve communication skills in the classroom. Following the previous planning and reporting steps, the outcomes are then presented. The post-task instructions come in the form of a short discussion.

As the language emphasis phase begins, examples of scientific works relevant to the subject are discussed in groups. Students rework scientific papers in the practice phase to develop outcomes, which are then presented and critiqued by their peers. Applause will be given to researchers and other students who demonstrate good scientific writing. The level of student participation increased in tandem with the total score of each component, according to the results of the cycle II observation.

The cost of writing scientific articles has risen across the board. In the first cycle, students' average score was 5.21, while in the second cycle, it was 7.1. To put it another way, from fair (enough) in the first cycle to good (good) in the second. The maximum value increased from 8.2 to 9.5 in the second cycle, while the lowest value increased from 2.5 to 5.3 in the second cycle.

Students exhibit a positive attitude toward the learning process, according to daily observations of classroom learning as a process variable in the study. When working on tasks, students regularly communicate, raise their hands to offer suggestions or remarks during discussions, and turn in assignments on time.

The outcomes of this community service show that the TBLT method can help students enhance their scientific writing abilities. When the average value of the first cycle is compared to the average value of the second cycle, it can be shown that scientific writing skills have improved. This is owing to the in-depth training in scientific paper writing provided by TBLT activities. Task-based language instruction lies at the heart of communicative language teaching (Izadpanah, 2010; Robinson, 2011; East, 2012; Ellis, 2017). Task-based teaching and learning distinguish between objective assignments that students must complete outside of class and pedagogical tasks that are at the heart of in-class activities.

The outcomes of this community activity also suggest that using Task-Based Language Teaching (TBLT) can promote student active involvement and improve student learning interactions because students begin to comprehend what they are supposed to perform. They begin

to assess their writing based on feedback from their peers, and the lecturer encourages students to improve their work before submitting it for review. The findings of this community service are supported by Belda-Medina (2021); Fang et al. (2021); Mulyadi et al. (2021).

Each cycle brings a change in the classroom climate. This is due to the variety of activities given and the mutual evaluation of students, both individually and in groups, as well as the quality of language used in writing scientific articles improving with each cycle. Even when there are still grammatical problems, they are generally eliminated in the next cycle.

Learning with the TBLT method, as well as student participation, has been progressing well, according to observers. In tasks, all students communicate, raise their hands in discussions to contribute suggestions or opinions, and turn in assignments on time. This is in line with Littlewood (2007); Plews & Zhao (2010), who believes that Task-Based Language Teaching are defined by changes in a communicative approach. It uses assignments, which can be defined in a variety of ways, as a fundamental component of syllabus design and instruction. To put it another way, language-based teaching tasks are specified in terms of learning tasks, so the process rather than the product is the focus (Ellis, 2003; Bruton, 2005; Shehadeh, 2005; Ogilvie & Dunn, 2010).

Conclusions and Suggestions

The following conclusions can be drawn from the study and discussion: (1) The TBLT learning approach can be utilized to improve students' writing skills. The TBLT technique has been shown to promote student learning activities, interaction, and independence. Students communicate with other students who can help them gain independence from lecturers; and (2) the rise in activities and interactions led in an increase in student abilities during the learning process. The growth in students can also be seen in the average skill of students in writing scientific papers, which increased from 5.21 in the first cycle to 7.1 in the second; and (3) the process of learning to write scientific papers has developed and improved. Writing scientific articles is more meaningful, intriguing, and enjoyable to teach and study. Because students are expected to consult one or two days before the presentation, they are more prepared.

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