

TASK BASED APPROACH IN WRITING ARTICLE

(A Field Study: The Seventh Semester Students of PBI 2008 D
of STKIP Ponorogo in Academic Year 2011/2012)

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Abstrak: Menulis adalah salah satu skill dari keterampilan bahasa yang masih menjadi masalah serius bagi mahasiswa secara umum bahkan bagi mahasiswa semester tujuh jurusan pendidikan bahasa Inggris. Berdasarkan data ditemukan bahwa banyak mahasiswa semester tujuh memiliki keterbatasan pengetahuan tentang struktur paragraf terkait dengan esensi dan proposi dalam penulisan pendahuluan, tubuh dari paragraf untuk mengembangkan ide, serta kesimpulan bahkan mereka juga masih mengalami kesulitan dalam menulis sebuah paragraf. Paragraf seharusnya telah dikuasai oleh mahasiswa semester atas. Sebagai mahasiswa semester tujuh, mereka seharusnya telah mampu untuk menghasilkan tulisan jurnalistik seperti artikel. Penulisan artikel, diterapkan dalam pembelajaran di kelas menulis. Dalam materi menulis, diuraikan melalui serangkaian kegiatan dari langkah awal sampai produk akhir secara sistematis menggunakan "Task-Based Approach". Implementasi dari pembelajaran ini menggunakan pendekatan kualitatif. Data diambil dari hasil tulisan mahasiswa dan di analisa menggunakan skala rubrik. Dengan Task-Based Approach, mahasiswa diarahkan untuk mampu menulis artikel. Pembelajaran dilakukan berbasis tugas dengan fokus yang berbeda untuk tiap pertemuan namun tujuan akhirnya mahasiswa mampu menulis artikel secara utuh setelah melakukan tugas-tugas yang diberikan.

المخلص: أصبحت مهارة الكتابة مهارة صعبة لدى عامة طلاب الجامعة بل لدى طلاب المستوى السابع شعبة اللغة الإنجليزية. فمن البيانات في ميدان البحث تبين أن كثيرا من طلاب المستوى السابع قصروا في المعرفة عن قواعد كتابة الفقرة ومقدمتها، ومضمونها، وكيفية ختامها. فالفقرة كتابة قصيرة (نص قصير) يجب على طلاب المستوى السابع الاستيلاء عليها، ويجب عليهم - في مثل هذا المستوى - القدرة على الكتابة الصحافية مثل كتابة المقالة. في هذه المقالة عملية إنتاج المقالة تطبق في التدريس داخل غرفة الدراسة. وفي هذه المقالة تبين هذه العملية عن طريق سلسلة من الأنشطة من الخطوة الأولى إلى الانتاج الأخير منظمة بأسلوب Task-Based Approach. ويستخدم تطبيق هذا التدريس المدخل النوعي. تؤخذ البيانات من كتابات الطلاب وتحلل بمقياس خاص. فبمدخل Task-Based Approach يوجه الطلاب إلى القدرة على كتابة المقالة. ويُعقد

التدريس على أساس الواجبات بالتركيز المتنوع لكل لقاء، لكنّ الهدف الأخير منه قدرة الطلاب على كتابة المقالة بعد قيامهم بأداء الواجبات.

Keywords: *Task-based approach, writing, paragraph article*

INTRODUCTION

Writing is one of the ways in expressing ideas. Writing process can be an effective manner in helping students to compose their delivered idea that their products of writing can be understood by others easily. Writing is one of difficult language skill for students for some reasons. *The first*, a student as a writer must formulate the idea in his or her mind. It means the writer should have the clear concepts about what to talk about firstly, how to develop and discuss next, and what points to share to the readers. *The second*, the student must know about the way to make the idea organized well. Organization of the idea must get more attention if the satisfactory products want to be achieved. It is better to do first by the writer to have the outline to arrange the writing well.

Then, as the writer should know well the ways to make the product of writing interesting to be understood. The writer knows well who the targets of the writing are. It means the writer does not write something out of the readers knowledge. Next, the writer should have enough knowledge about pouring the idea using the effective expressions. In line with this viewpoints, to write something in English is not easy because writing is not a kind of interactive communication that involves a writer and reader simultaneously. Hence, the writer must be able to state the idea communicatively that readers understand what actually the writer wants to express.

In writing, no direct communication occurs between a writer and readers. Because of it, the writer must give more attention and be careful in stating the idea and pour it in a good organization. It seems impossible for readers to ask more clarification to the writer when the readers get difficulty in understanding the content of the writing in which the writer lives in a long distance from the readers' place.

Knowing well about the content and the way in expressing the idea are significant requirements to be succeed in writing.¹ Content means what subject that is being discussed in writing. While the way in expressing the idea refers to the manner in composing the writing to make it readable for its readers. Thus,

¹ Heaton, J.B, *Writing English Language Test*, (New York: longman Inc.1989), 1

a student as a writer is required to have knowledge well about the content of the writing and the skill to map the ideas when the writer wants to express his or her opinion. While organization refers to the way in managing the idea to make the message sent easily and clearly read.

BACKGROUND OF THE STUDY

Writing English mostly becomes problems for Indonesian students especially those who take English as the major of study. Complexity problems arise because of it. Talking about writing, it refers to talk about the concepts and products.² These double problems appear simultaneously in many cases when students were instructed to make the composition. This phenomenon stimulates the writer to concern more and have curiosity about it. Shortly, it can be said that writing is not as simple as conducting an informal speaking . In speaking, the speaker pours the idea directly so the direct communication occurred. Because of it to ask or get more clarification about a particular argument or expressions are not difficult. Automatically, misscommunication or missinformation can be minimized easily both by the speaker and hearer because the hearer can ask directly to the speaker whenever the urgent explanation is needed .

Complexity problems for most of Indonesian students who learn English can be categorized in two parts; (1) concepts or knowledge in writing, and (2) producing a good writing product. Those are the basic obstacles for students in writing English. The limited knowledge of these fields are clearly seen when they had to make English composition.

Concepts of Writing

Based on the field data taken, it was found that students had serious problems in formulating topic and controlling idea, clarifying their arguments in supporting sentences, formulating good conclusions. As the impact, the content of their writing did not run smoothly since that were difficult for them to cover the aspects of unity, cohesion, and coherence.

Product in Writing

In line with the field data found, the lack of students' knowledge automatically influenced the quality of their writing. Most of them got poor score. It indicates that students were not able to produce good products in writing.

² *Ibid.*

Related with these problems, the writer applied task based approach in writing class. It was done to handle and solve students' problems in writing especially producing journalistic writing like journal. Therefore, technique of writing and a set of training to produce the product of writing is the focus of the materials given during the processes of learning were conducted.³

Techniques of writing refer to the concepts of some basic principles in composing English writing. They include; (1) paragraph structure, (2) unity, (3) coherence, (4) cohesion, (5) topic sentence, (6) supporting sentences, and (7) conclusion. Besides that to talk more about the product, five general components or main areas in writing are also covered. They consist of ; (1) language use, (2) mechanical skill, (3) treatment of content, (4) stlistic skills, (5) judgement skills.⁴ Moreover, to have more comprehension of this paper, the writer also displayed all of the concepts stated thoroughly.

PROBLEM STATEMENT

Ability in producing English writing requires a set of activities to facilitate students to have more chances to practice and explore their skill in writing. To make the study keep in line with the focus in composing English article, the writer formulates the idea in some statements as stated in the following questions:

1. How is the implementation of this approach in writing class in producing article?
2. What are the strengths of task-based approach in writing an article?
3. How is the influence of task-based approach on students' ability in producing article?

OBJECTIVES

This study is conducted to give the description of learning in composing English text. To explore this study indepth, some steps done which are stated in some parts. Through this study, the writer has some expectations such as:

1. To know the implementation of task based approach in writing class especially in producing article

³ IJES www.um.es/engphil/ijes.vol 4(1), "The Task Based Approach in Langguate Yeaching" 2004, 42, diakses 10 April 2012

⁴ ESP World Issu 1 (127), <http://www.esp-world.info> "Teaching Skill: A Task-Based Approach" Volume 9, 2010, diakses 10 April 2012

2. To describe the strengths of the implementation of task-based approach in producing article
3. To explore the role of task-based approach on students' progress in writing article

THEORITICAL ANALYSIS

Principles in Writing

Some basic principles in writing are precious information for students in order to enhance their knowledge about this skill. Students should know about these because knowing the information of principles in writing can give the real contributions in the process production of article. In this paper, the writer displays some basic principles in writing.

1. Paragraph Structure:

It refers to a paragraph that has three major structural parts. The parts include a topic sentence, supporting sentences, and a concluding sentence.

2. Unity

It means that only one idea expressed in a paragraph which is stated in the topic sentence and for each of supporting sentence develops the idea.

3. Coherence

It is about the quality of the paragraph in which the paragraph is easy to read and understand because of some reasons; (1) supporting sentences are arranged logically and orderly, (2) the ideas are connected using the appropriate transition signals.

4. Cohesion

It is a way to make a paragraph runs smoothly or it is called as the flow of the paragraph that makes the readers are easy to understand the content of the paragraph. One sentence is smoothly followed the other sentences by involving a set of ways such as connecting words, coordinators, transitional words, and subordinators.

5. Topic Sentence

It talks about the main idea of the paragraph which focuses on a certain subject that is being discussed and controlled by a controlling idea.

6. Supporting Sentences

Some sentences written to develop the topic sentence. These sentences explain the topic sentence by giving reasons, examples, facts, statistics, and quotations.

7. Conclusion.

It signals the end of the paragraph and leaves the reader with the important points to remember.

Having good knowledge about these points automatically influence the quality of the writing produced. One thing to consider that writing is not merely related with theory but it talks about the ability to deliver the idea using the right concepts.

Some basic principles in writing are also applied in writing an article. With their basic knowledge of these principles, students will be able to produce article. Considering the fact that there are some criteria to indicate that this product is classified as a good article. The product must be well written, accurate and verified information, broad in its coverage. The following points state some components used in producing article in this class.

General Components in Writing

Producing a good article is tightly related with some components. There are five general components which cover it.⁵ The components consist of;

1. Content

It is connected with the ability to think creatively and develop thoughts, excluding all irrelevant information. Thus, students are trained to have knowledge to arrange the fresh idea provided by the accurate clarification. The students can do it when they have habit to write as the routine activities. Their experiences in doing exploration in writing, they will be easy to write the relevant opinions in line with the topic determined and avoid to state irrelevant opinions.

2. Organization

It concerns with the ability to attract the focus of audience in mind, together with an ability to select, organise and order relevant information. Students should know how to produce good writing. They can compose writing based on its requirement that the product answers the criteria given.

⁵ Heaton, J.B, *Writing English Language Test*, 20.

The idea is clear expressed and well written. The coverage of content is deep and accurate beside that excluding poor organization and irrelevant information.

3. Vocabulary

Stile means characteristics of the writer in expressing his or her viewpoints in writing. Thus, stylistic skills in writing means producing the sentences which are deeply related with the ability or manner of manipulating sentences and paragraphs . Students should be interacted with this skill to enrich their knowledge about the art in writing . It can be done by showing the work of the great writer who is famous with the style. It is done to empower students'ability

4. Language Use

Talking about language use refers to the ability to write the correct and appropriate sentences. It means that students should have sufficient knowledge about sentence formation and expressions. They know the basic of sentence patterns. Moreover, they are also accustomed to produce English native like. Their sentences seem real English sounds.

5. Mechanical Skill

The focus of this skill is about the ability to use correctly those conventions peculiar to the written language. In mechanical skill aspect, the students should know and obey the conventions of this written language. The conventions include punctuation, capitalization, and spelling. All of them are as important as the other components though they seem as the simple matters but emphasizing on them must be given to students. So, the students will also give attention on them.

ANALYTIC METHOD

Compositions may be scored by using a rating scale.⁶The scale cover a set of criteria that is applied in order to analyze the product of writing. The criteria consist of content, organization, vocabulary, language use, and mechanics

⁶ *Ibid.*

1.1 Table of Analytic Theme

	1	2	3	4
Content			X	X
Organization				
Vocabulary	X			
Language use		X		
Mechanics			X	

TOTAL = 13

Rating scale

Rating scale is necessary used to guide the proces of scoring. In this scale, each point is described and ranged specifically that the products of students' article can be observed systematically.

Content	
4	Excellent to very good; knowledgeable substantif
3	Good to average: some knowledge of subject-little substansi
2	Fair to poor: limited knowledge of subject
1	Very poor does not show reseptive
Organization	
4	Excellent to very good; fluent expression – ideas clearly stated
3	Good to average: somewhat choppy – loosely organized but main ideas stand out
2	Fair to poor: non fluent, idea confused, or disconnected
1	Very poor does not communicate – no organization
Vocabulary	
4	Excellent to sophisticated range – effective words
3	Good to average: adequate range-occasional errors of word, idiom, form
2	Fair to poor: limited range frequent errore in words or idiom
1	Very poor Essentialy translation.- little knowledge of English vocabulary

Language use	
4	Excellent to very good; effective complex constructions
3	Good to average ; affectif after tif
2	Fair to poor: limited knowledge of subject
1	Very poor does not show reseptive
Mechanics	
4	Excellent to very good;demonstratif mastery of convention
3	Good to average: some knowledge of subject-litle substansi
2	Fair to poor: limited knowledge of subject
1	Very poor does nodocu mentation,

ARTICLE

Article is a piece of writing which is intended for publication in magazines, newspapers, and journals.⁷ It is written for a wide audience that is essential to attract and retain the readers' attention. So, it must be written in an interesting and entertaining form. However, opinions, thought as well fact must be poured it. It usually covers the various kinds of style in expressing the content that may an amusing story, reported speech, or description. This paper can be written ether formal or informal depend on the target audience but it is less formal than a report.

CRITERIA OF A REALISTIC ARTICLE

There are a set of criteria in composing a realistic article. The criteria are: (a) the article has an eye-catching title which attracts the readers' attention and suggests the theme, (b) introduction clearly defines the topic which is covered and keeps the readers' attention, (c) the main body consists of two until five paragraphs in which the topic is elaborated in details, (d) conclusion is the last part which covers the summary or the final opinion of the topic. Moreover, it is also provided comment and recommendation.⁸

⁷ [Feature-articlewriting.blogspot.com/2010/02//definition-of-specialarticle.html/12-2-2012/](http://feature-articlewriting.blogspot.com/2010/02//definition-of-specialarticle.html/12-2-2012/)

⁸ [En.wikipedia.org/wiki/wikipedia:what-the-good-article-criteria-are](http://en.wikipedia.org/wiki/wikipedia:what-the-good-article-criteria-are)

TASK-BASED APPROACH

The writer assumes that writing English text is a complex matter for English learners; especially in writing class with many students involved in. Because of it, the writer requires the appropriate approach in order to help and empower their knowledge in writing. Task -based approach in learning offers an alternative to do it. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.⁹

DEFINITION OF TASK

Task is known as a part of activities done by most of teachers to reinforce students' knowledge of the materials given. The use of task in the learning process is important when it tends to facilitate the process of acquiring that students have good chances to explore their ability. However, there are some definition of task.

According to Richard, Platt and Weber, Task Based Approach Task is an activity or action which is carried out as the results of processing or understanding language.¹⁰Based on this quotation task is a means to measure students' comprehension of language. It shows students' mastery on the materials communicatively. Students enhance their knowledge when they interact with well planned task that is done through the process.

In line with the explanation above, a task is a piece of work or an activity usually with specified objective, undertaken as part of an education course. Using a task in learning is one of the alternatives to make the process of learning effective. So, the task must be designed thoroughly and carefully before being implemented in the class.

A task is usually requires the teacher to specify what will be regarded as a successful completion of the task. The use of variety of different kinds of task in language teaching is said to make teaching communicative since it provided a purpose for classroom activity which goes beyond practice of language for its own shake.

⁹ International Journal of English Studies. IJES www.um.es/engphil/ijes. *The Task Based Approach in Language Learning*.ijes,vol4(1), 2004,39-71

¹⁰ Johnson. K and Morrow. J. *Reading in English Teaching in India*, (India: Cubico Press Pvt.Ltd, 2002), 40.

Thus, in learning the role of task is meaningful because task is prepared to keep and guide the process of learning in its line that it can achieve the objective of learning as the main goal.

In this paper, the process of producing article conducted in the class by applying task based approach. The idea of presenting this writing is to show the process of learning in writing class by using this approach.

STEPS OF TASK- BASED APPROACH

This approach focuses on the process of production rather than the product only. Some parts must be prepared when this approach is applied. There are some steps done in applying this approach.¹¹

1. Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

2. Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

3. Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

4. Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content.

¹¹ *Steps in Task Based Approach*. www.teachingenglish.org.uk/articles/a-task-based-approach. diakses 14-Februari-2012

5. Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

6. Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

RESEARCH METHOD

This writing employs a qualitative approach.¹² It describes, either explicitly or implicitly, the purpose of the qualitative research, the role of the researcher(s), the stages of research, and the method of data analysis. Here, four of the major qualitative approaches are introduced. It describes the writer's experience in guiding writing class for some meetings. The process of learning was thoroughly observed from the first until the last meeting. The writer was the key instrument in the writing class that she held the class to produce article as the final project and the material in the final examination. Hence, the writer covered the process of learning in writing class from the first step by applying task based approach in producing the article.

For each activity applied, students were trained to do or complete a particular task. Here, the writer considered deeply about it by conducting the serious exploration and observation wholly.

SOURCES OF DATA

Primary data were taken from students' writing after the approach conducted. There were some activities done during the completion of the goals. In order to achieve the goals, the writer asked them to make the draft of article. Then, the writer instructed the students to develop the introduction. Next, she told the students to develop one of the body. The last, students submitted the article as the final project. For each activity there are about 29 pieces of writing

¹² Creswell. W., *Qualitative, Quantitative, and Mixed Method Approaches*, (Michigan University: Sage Publication, 2009), 29.

assignment. Secondary data were taken from students' writing before task based approach conducted. The focus is on paragraph and paragraph structure.

TECHNIQUE OF DATA COLLECTION

Observation

To get indepth study, the writer prepares the observation sheet. It is done to know exactly the process of students' learning and achievement. The study was conducted on four meetings. In each meeting covered a certain point. The observation is used to get the information of students completion on it started from the first to the last meeting The first meeting focused with introduction. The observation indicated students ability in producing introductory sentences, thesis statement and blue print. While the second and third meeting, the focus were on body. The observation sheet is about developing the body that include the aspects of supporting sentences and details. Next meeting, the focus was on conclusion. The observation sheet is about some aspects of conclusion like relationship with the subject, summary of the body, and opinion or suggestions. The last meeting was done to share the product and gave feedback toward the article submitted.

DATA ANALYSIS

Coding

The process of coding was done to know well the process of completion from the first meeting to the last one. Classification was done based on students' achievement in acquiring the concepts of writing in their article. There are four types of coding in order to know students completion; (1) introduction, (2) body, (3) conclusion), article as the final product. Coding is done to know about students' achievement in completing each activity.

DISCUSSIONS

TASK-BASED APPROACH IN WRITING ARTICLE

As one of writing products, the process of producing this writing is not a simple matter since some basic components involve simultaneously during the process started up to the end . Paragraph structure is mainly introduced to students because it is the most principle thing before the writing is developed.

Students are trained to interact with the paragraph structure. Therefore, introduction, body, and conclusion as parts of paragraph structure are given to students orderly and deeply. It is beneficial to do to cope students' comprehension on understanding the point of paragraph structure.

Next, the steps of Task Based Approach like pre-task, task, planning, report, analysis, practice are applied in each part of paragraph structure.

The process of learning is covered in four meetings. Modeling of article is given in the first meeting. The second meeting focuses on composing introduction. Then, developing the body is done in the next meeting. The last meeting concerns on writing conclusion.

The Process of Learning		
No	Meeting	Material
1	Meeting I	Modeling
		1. pre-task: display the article
		2. task: monitor the model
		3. planning: write down the findings
		4. report: share the findings
		5. analysis: study the findings indepth
		6. practise: write the draft of an article individually and prepare the introduction for the next meeting
2	Meeting II	Introduction
		1. pre-task: display the model of the introduction and the example of students' writing
		2. task: monitor the introduction
		3. planning: write down the findings
		4. report: share the findings
		5. analysis: study the finding indepth
		6. practise: rewrite the introduction individually and prepare the body for the next meeting
3	Meeting III	Body

		1. pre-task: display the model of body and the example of students' writing
		2. task: monitor the body
		3. planning: write down the findings
		4. report: share the finding
		5. analysis; study the findings indepth
		6. practise: rewrite the body and prepare the conclusion for the next meeting.
4	Meeting IV	Conclusion
		1. pre-task: display the model of conclusion and the example of students' writing
		2. task: monitor the model
		3. planning: write down the findings
		4. report: share the findings
		5. analysis: study the findings indepth
		6. practise: rewrite the conclusion

The steps in implementing task-based approach are classified into three categories. They consist of:

Preparation

Before conducting the learning process some materials and instruments were prepared carefully. To use the authentic and understandable materials are important because these give the influence to the learning atmosphere. Some instruments like rating scale, scoring guide and media such as power points, handouts were used to capture the satisfactory results.

Implementation

Good preparation determine the quality of learning. Due to the process of this learning, the class was based on the task completion. It means the class was given in a set of treatment that the main goals can be achieved easily. The activities were designed systematically by adjusting the steps applied. It was done in all meetings started from the first to the last meeting.

The First Meeting

This meeting was the period to introduce the substantial meaning and form of article. Students got the explanation after they were interact with the example of it during the first meeting. The steps of task-based approach took its important role. A series of activities indicated the implementation of this approach. Pre-task is the first activity. It display idea of the article. Next, task which was used by students to monitor the model. Then, planning with the aim write down or get the findings. While report was refered as the time to share the findings and get more information. The fifth is analysis which is done to learnt the findings indepth. The last is practise. Students wrote and submit the draft of an article individually. At the end of the course, tudents were instructed to write and submit the introduction for the next meeting.

The Second Meeting

The focus of the second meeting was on composing introduction. In this meeting, pre-task was done by displaying the model of introduction. Students were guided to interact with the material. Then, task was done by giving attention on students' writing. They focused on their on work after getting more example and explanation about introduction. Planning reflected by building their knowledge that they could find their problems in composing the introduction. While report expressed by telling in the class about their first problem and their ability find the problem solving. Analysis portrayed by the role of class members actively in formulating their knowledge about composing the introduction. Practise is the last of step that was done by revise and rewrite their work. At the end of the course, students also instructed to write body of the article and submitted at the following week.

The Third Meeting

The focus of this meeting was about composing the body of the article. Pre-task was indicated by observing the handouts and power point. All of them gave more attention on the example of the body. Students thoroughly observed the materials while the lecturer was explaining about the points of the body and the way to develop. The next step, task was done by revising their work in order to formulate the idea of this part. Then, planning meant students got knowledge about the way to compose body for their article. Report was done to share about their experiences with all of the class members. Analysis was beneficial to do because it helped students to learn in details about the process of composing body for their article. Practise was the last step in this meeting. In this part, students revised their body after getting enough knowledge about it and they

also submitted their work at the end of the class. Here, students were also asked to write conclusion of their article and discussed in the following meeting

The Fourth Meeting

Class was started by distributing students' previous work about body of their article. The fourth meeting was concerned about conclusion. Pre-task was indicated by giving attention on the example of conclusion. Power point was also used to facilitate the learning process that they knew the idea of conclusion. Task was interpreted by focused on their own writing about conclusion. Planning was reflected by building their knowledge about this matter in which students got enrichment related with this matter. Then, report was done by sharing with other students about this material. After that, analysis was conducted which was indicated by empowering their knowledge indepth. The end of this meeting indicated by practising. Students revised their writing and submitted their work.

Evaluation.

During the process of producing article, it was taking four meetings when the students taught to write it step by step. There were 34 students of PBI D semester 7 in academic year 2011/2012. In the process of learning, the results can be covered by applying this approach, the results are seen as the following:

Students' achievement		
No	Components in article	Numbers of student
1	Write eye-catching title	27
2	Arrange the outline	25
3	Arrange the introduction	20
4	Develop body	17
5	Write conclusion	24
6	Write good article	11

THE STRENGTHS OF TASK-BASED APPROACH IN WRITING

This approach is not difficult to be implemented in the process of learning article in writing class. It tends to give more chance to the students to explore their knowledge step by step. Students are stimulated to pour their ideas in scientific process interactively : students provide with the various kinds

examples, train to arrange their ideas through the outline, know the composition of introduction, have experience in developing body, and have ability in composing the conclusion. The lecturer and students work collaboratively. It means the process of learning done in two directions; (1) the teacher gives instructions and the students interact with the instructions, (2) the teacher gives feedback and students assess the input.

THE INFLUENCE OF TASK-BASED APPROACH ON STUDENTS' WRITING

The learning process empower students' knowledge and experience in developing their skill that they know the basic points in writing that make their skill in writing are better and the quality of their writing can be improved. Students can minimize their problems in composing English text that they know the way to produce good products in writing especially in producing article.

CONCLUSIONS

Skill in writing is not an instant process for English department students. Writing means a set of knowledge in expressing the writer's idea. The writer must know the theories of it and implement their knowledge in composing English expressions in written form. From the implementation of task-based approach, some findings can be stated:

1. The implementation of task-based approach is easy when it is done in the process of learning in the class.
2. This approach facilitate students to explore more their experience in writing because they have to interact closely with it during the process of learning.
3. This approach give good influence to students since it trains them to be alert with their inexperience in writing and enable them know their weaknesses in writing.

At the end, this approach is worthy implemented in writing class because it helps students to have good experience in writing class.

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