STUDENTS' WRITING ACHIEVEMENTS IN USING PAST TENSE ON NURSING STUDENTS OF STIK BINA HUSADA

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ABSTRACT: Writing activity is an activity that is often carried out by many people, such as students. They often write both formally and informally. The objective of this research was to find out The students' writing achievements in using past tense on nursing students of STIK Bina Husada. The sample of this research was taken by using totaling sampling technique with 30 nursing students of the fifth semester. The data was obtained based on observation of students' writing in using past tense in every meeting from the October 3rd to 4th November 2022. Then from the data analysis, it was obtained that there was a good progress on students' writing where t response by writing English related to the material since the first day to the fifth day. For the first day the average score of students' writing was 50 in their writing result and in the the fifth day the average score for students' writing was 70. Since this research focused on students' tenses in writing, it showed that the students had good progress from fair category 3.80 (76%) to good category 4.97 (99.33%). It could be concluded that it the students were able to use past tense in their writing.

Keywords: *writing, past tense*

PRESTASI MENULIS SISWA MENGGUNAKAN PAST TENSE PADA MAHASISWA KEPERAWATAN STIK BINA HUSADA

ABSTRAK: Kegiatan menulis merupakan kegiatan yang sering dilakukan oleh banyak orang, seperti mahasiswa. Mereka sering menulis baik secara formal maupun informal. Tujuan dari penelitian ini adalah untuk mengetahui prestasi tulis mahasiswa Indonesia dalam menggunakan past tense pada mahasiswa keperawatan STIK Bina Husada. Sampel penelitian ini diambil dengan menggunakan teknik totaling sampling dengan 30 mahasiswa keperawatan semester lima. Data diperoleh berdasarkan observasi tulisan siswa dalam menggunakan past tense dalam setiap pertemuan tanggal 3 s.d. 4 November 2022. Kemudian dari analisis data diperoleh bahwa terdapat kemajuan yang baik pada tulisan siswa dimana t respon dengan menulis bahasa Inggris yang berkaitan dengan materi sejak hari pertama hingga hari kelima. Untuk hari pertama nilai rata-rata tulisan siswa adalah 50 pada hasil tulisannya dan pada hari kelima nilai rata-rata tulisan siswa adalah 70. Karena penelitian ini berfokus pada tenses siswa dalam menulis, maka menunjukkan bahwa siswa memiliki kemajuan yang baik dari kategori adil 3,80 (76%) menjadi kategori baik 4,97 (99,33%). Dapat disimpulkan bahwa siswa mampu menggunakan bentuk lampau dalam tulisannya.

KataKunci: *menulis, kalimat masa lampau*

INTRODUCTION

Most students have difficulties in mastering the language especially English. English which is an international language that is often found in everyday life and without realizing it, the use of English is always near us, both in the form of text in electronic and print media. There are several aspects of mastering the language both in the use of speaking, reading, listening and writing abilities. Writing activity is an activity that is often carried out by many people, such as students. Maria (2021) states that writing is always rated as substantial skill in the teaching and learning of English as a Foreign Language (EFL). They often write both formally and informally, however, it is a phenomenon at this time that students often use shortcuts in writing, especially writing in English. Students often write or arrange words using online translations such as Google Translate. This phenomenon is due to the lack of confidence in students' ability to write. Most students think that English is a difficult language to master because there are many aspects in it such as tenses, vocabulary etc. Lume (2021), English is considered a difficult and scary subject for students. Writing is one of the skills that students are a little afraid of because they are not confident in their abilities and how to use grammar when writing a sentence or paragraph.

According to Lume (2021), English is considered a difficult and scary subject for students. The students were afraid when the want to write down the paragraph writing. Sometimes the students had lack of knowledge about how to write and express their thought and feeling into their written paragraph. Sometimes the reasons of the students were the tenses or grammar as they worry. In fact,when they had the knowledge on writing, they would be easy to express and explore their ideas to write down into the paragraph. According to Tan (2012), Writing can be a great tool to help you know more about the way you think andit can solidify ideas and thoughts, and allow you to reflect on them better than if the ideas remained evolving in your head.

Chappell (2011) claims that the major factors that make writing so significant are: writing is portable and permanent. That reveals what you are thinking. First, writing makes it easier for you to switch between facts, conclusions, and views without becoming confused—or confounding your audience. Second, writing encourages the development of thoughtful inquiries. Third, explaining complicated ideas to readers and to yourself through writing improves your communication skills. Fourth, writing facilitates input from others. Fifth, when you solicit input from others, writing helps you hone your ideas. Sixth, while writing, you must consider the demands of your audience. Your capacity to do so shows how adaptable and mature your mind is. Seventh, preserving your thoughts by writing them down allows you to think back on them afterwards. Eighth, by outlining your thoughts in writing, you can assess their sufficiency.

In addition, writing is a technique of laying down ideas, interactions between authors and readers, growing and deepening the author's worldview" (Brown, 2007). There is the interaction between the reader and outhor in each wriiten, the strategies of outhor when write down the message lead the reader understand and gain the point where the tenses, vocabularies usage in the text. As Hedge (2000) says writing is the outcome of using message strategies to control the composing process, which is one of the progressively evolving a text. There are several actions involved. Setting goals, coming up with ideas, organizing material, choosing acceptable language, creating a draft, reading and evaluating it, and finally rewriting and editing are the order of the actions, according to Hedge (2000). However, writing in the context of foreign language is considered as the most challenging task (Saputra, et al, 2022). Since it involves many processes.

There are various stages in the writing process. According to Langan (2008), there are four fundamental writing stages. Planning, drafting, revising, and editing are being done. The first component is planning, which entails considering what ideas the writer has and what they will say or write. Drafting is the next. At this point, the writers are more concerned with writing flow than grammatical correctness. This is what writers typically refer to as their initial draft, which may undergo multiple revisions. Refining or pondering comes next. Reading over what the writers had written is the process of revising. In other words, the authors evaluate their writing in light of the comments provided and reach a final decision.

In simple written, the author can write down everything based on their thought or idea, sometimes the author just write down about their daiy life, experience or even planning by using simple tense, but in good writing the author should be aware about the all of aspects of written such as content, organization and etc. According to Pamuji (2022), writing is a way of expressing ideas in mind. In a piece of writing there are vocabularies that must be in accordance with their designation because the use of vocabulary must be chosen when the writer decides whether to write formally or non-formally. Its in line with Hughes (2003), there are five factors to take into account while producing written work: (1) Content; "content" refers to how well students express their thesis statement and back it up with supporting evidence; (2) Organization; "organization" refers to how expertly the authors make the most of the introduction, body, and conclusion. Also, the ideas are organized logically; (3) Discourse is the use of subject sentences, paragraph coherence, transitions, discourse markers, cohesion, rhetorical norms, reference, fluency, economy, and variation in writing; (4) vocabulary is a phrase that denotes all of the words that a person is familiar with or employs. Writing must be meaningful and successful for the author to be able to make the right choices. (5) Correct spelling, punctuation, reference citations, neatness, and presentation are all aspects of writing mechanics. There are many options, including the use of personal experience, illustration, facts, and opinions as well as description, cause and effect, and comparison and contrast.

From the huges statement, the students can start the writing the paragraph such as writing about experience which use past tense. Commonly the students get a little confused about writing the past events. The use of simple past tense would lead them tobe easy explore their thoughts. "Tense is a linguistic notion," write Sholehah. (2022), "it specifies the form used by the verb to locate the circumstance referred to in time." They add that there are seven conventional names for English tenses. There are five tenses: the Present, Past, Future, Present Perfect, Past Perfect, Conditional Tense, and Conditional Perfect. The use of appropriate tense on the written would like to make it clear what the author wants to explain on the written and the reader understood on it. Therefore, the researcher concludes that through tense especially past tense could be used to trigger the students write the paragraph, especially the fifth semester nursing students of STIK Bina Husada.

METHODOLOGY

The researcher used descriptive study in conducting the present research. In this study, the researcher would like to find out students' writing achievement in using past tense in every meeting on nursing students of STIK Bina Husada in academic year 2022–2023. The researcher used the total sampling technique in this study. The study sample was from the 5th semesters of nursing students of STIK Bina Husada were 30 students.

Since the researcher taught EFL in nursing of STIK Bina Husada, the researcher took the sample total was 30 from the total of the population. The sample as target research as a result of survey in the class during the teaching and learning process and the sample interested in writing and they had the difficulties on writing. In the class the researcher conducts the research from October 3rd to November 4th, 2022.

To collect the data, the researcher obtained the scoring of students' writing achievement in five meetings, the written tests were given to the students by giving several topics in five meetings and the topics written paragraph used past tense. For scoring the writing score the researcher used using a modified banded marking scheme as described by Brown (2007). In analyzing the data, the writing rubric was used to analyze students' writing. There were several aspects that were used to analyze mainly vocabulary, structure, organization, content and mechanism where from the all aspects the possible maximum total score was 30.

Table 1. Writing rubric

No	Elements	Poor	Fair	Good	Very good
1	Vocabulary	1 – 2	3 – 4	5 – 6	7 – 8
2	Structure	1	2 – 3	4	5
3	Organization	1 – 2	3 – 4	5 – 6	7 – 8
4	Content	1	2 – 3	4	5
5	Mechanics	1	2	3	4

FINDINGS AND DISCUSSION

From analyzing the data, the study found the important things. There were some important findings of this study.

First, based on the English writing score of first day, it was found that the 5thsemester nursing students of STIK Bina Husada obtained the highest score was 80, the lowest score was 50, and the average score from 30 students on vocabulary was 5.03 (62.92%), structure was 3.80 (76%), organization 4.63 (61.25%), content was 3.63 (72.67%) and mechanism was 2.93 (73.33%). And based on scoring element of writing, the students got the average on vocabulary was good category, structure was fair category, organization was fair category, content was fair category, and mechanism was fair category. It can be seen in chart 1.
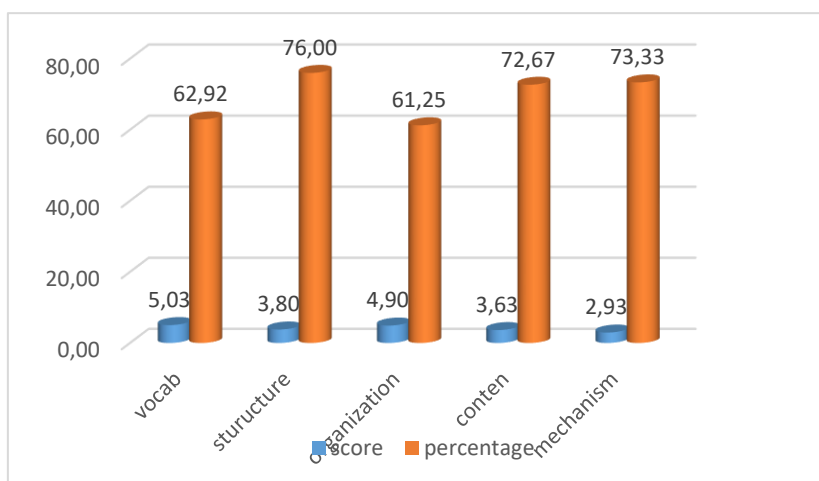

Chart 1. Students' writing in 1st day

Second, based on the English writing score of Second day, it was found that the 5thsemester nursing students of STIK Bina Husada obtained the highest score was 87, the lowest score was 57, and the average score from 30 students on vocabulary was 5.37 (67.08%), structure was 4.53 (90.67%), organization 5.03 (62.92%), content was 3.73 (74.67%) and mechanism was 3.00 (75%). And based on scoring element of writing, the students got the average on vocabulary was good category, structure was good category, organization was good category, content was fair category, and mechanism was good category. It can be seen in chart 2.
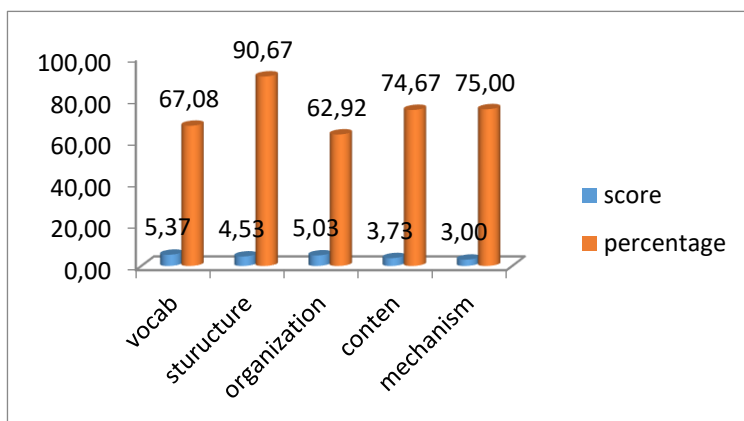

Chart 2. Students' writing in 2nd day

Third, based on the English writing score of third day, it was found that the 5thsemester nursing students of STIK BinaHusada obtained the highest score was 93, the lowest score was 63, and the average score from 30 students on vocabulary was 5.80 (72.50%), structure was 4.73 (94.67%), organization 5.47 (68.33%), content was 4.07 (81.33%) and mechanism was 3.23 (80.83%). And based on scoring element of writing, the students got the average on vocabulary was good category, structure was good category, organization was good category, content was good category, and mechanism was good category. It can be seen in chart 3.
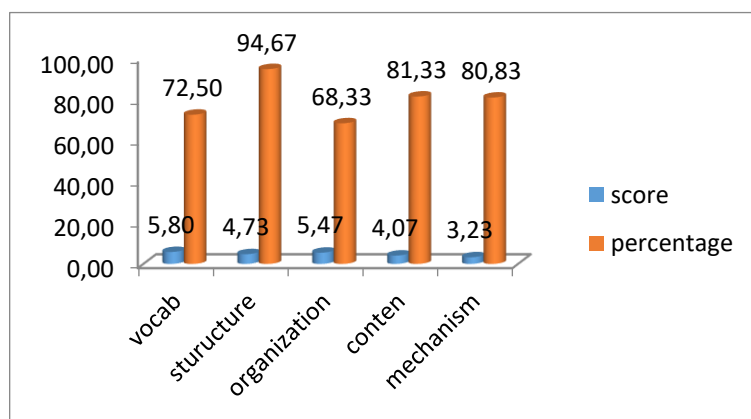

Chart 3. Students' writing in 3rd day

Fourth, based on the English writing score of fourth day, it was found that the 5thsemester nursing students of STIK BinaHusada obtained the highest score was 97, the lowest score was 67, and the average score from 30 students on vocabulary was6.53 (81.67%), structure was 4.80 (96%), organization 5.73 (71.67%), content was 4.30 (86%) and mechanism was 3.23 (80.83%). And based on scoring element of writing, the students got the

average on vocabulary was good category, structure was good category, organization was good category, content was good category, and mechanism was good category. It can be seen in chart 4.
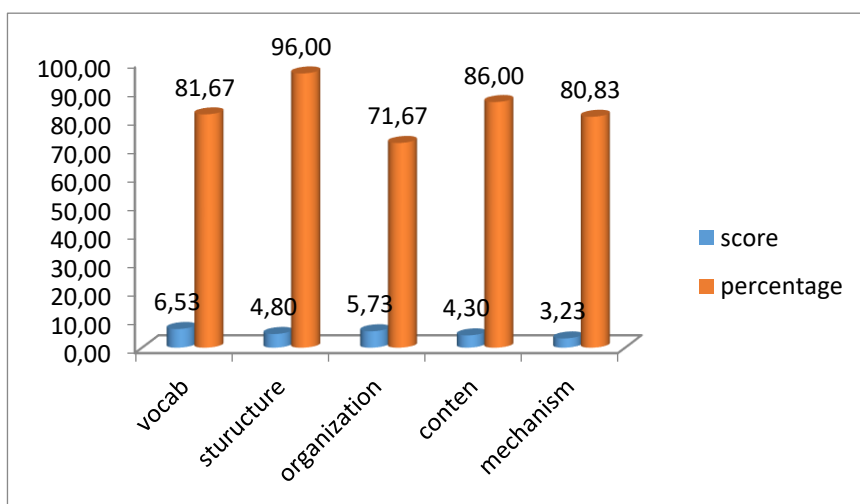

Chart 4. Students' writing in 4th day

Fifth, based on the English writing score of fifth day, it was found that the 5th semester nursing students of STIK Bina Husada obtained the highest score was 97, the lowest score was 77, and the average score from 30 students on vocabulary was 6.97 (87.08%), structure was 4.97 (99.33%), organization 6.50 (81.25%), content was 4.43 (88.67%) and mechanism was 3.53 (88.33%). And based on scoring element of writing, the students got the average on vocabulary was good category, structure was good category, organization was good category, content was good category, and mechanism was good category. It can be seen in chart 4.
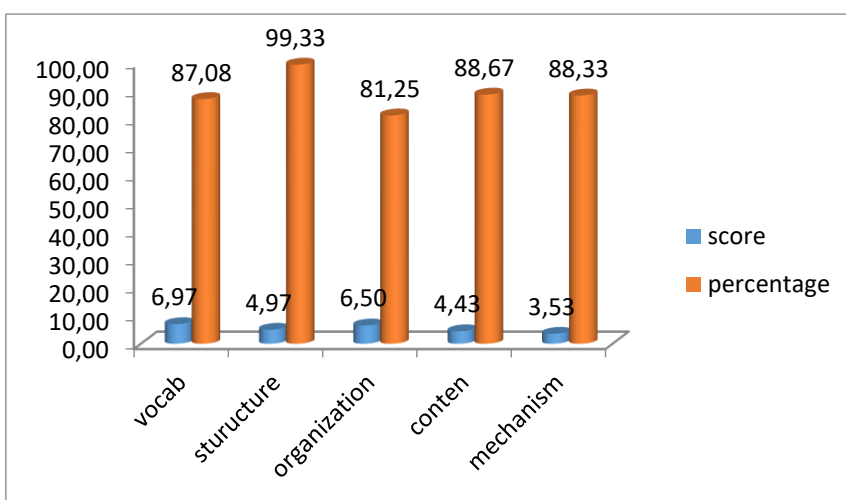

Chart 5. Students' writing in 5th day

CONCLUSION

In this study, the researcher aimed to determine the students' writing achievement in using past tense on nursing students of STIK Bina Husada. In this study, the researcher collected the data of writing by distributed the tests. From the data that obtained, the scoring of students from five meeting tests showed the students got good score in their writing and showed good progress since the first meeting to fifth meeting. Most of the

students got a good score above 70 in the end of meeting which in the first meeting some students got 50 for the scoring of writing paragraph. And from the element of writing the students had good improvement that can be seen from the aspect of elements such as vocabulary and structure. In this research, the researcher focused on structure element as the variable of research. The structure itself showed from fair 3.80 (76%) category that students achieved to good category 4.97 (99.33%). By using past tense, it could lead the students easy to write the paragraph. This technique was useful to be used by a teacher in teaching English Foreign Language in theclass of academic year of 2022-2023 STIK Bina Husada.

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