

## **An Analysis of Task-Based Language Teaching (TBLT) Approach Used by the Teacher to Improve Writing Ability at SMA NEGERI 08 Mukomuko in the Academic Year of 2021/2022**

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### **ABSTRACT**

Task-Based Language Teaching (TBLT) as a language learning approach that uses tasks in the use of the resulting language. This technique teaches students to work in groups in solving and solving problems through task. This study aims to analyze the employed of Task-Based Language Teaching (TBLT) approach applied by teachers in improving writing skills and to find out what obstacles teachers face in using Task-Based Language Teaching (TBLT) in teaching writing skills. This type of research is descriptive qualitative with data collection techniques of observation, interviews and documentation. The research findings explain that in the Analyzing stage, the subject applies the approach according to their roles and tasks in TBLT. In the Evaluating stage, the subject applies learning activities in accordance with the Task-Based Language Teaching (TBLT) teaching procedure. In the Result stage, students got a positive feedback where students got an improvement in their writing skills. The second finding is Time, where it takes more time to apply TBLT and this approach cannot be used by class XII in preparing for the exam. The teacher carries out writing teaching through the Task-Based Language Teaching (TBLT) approach well so that it can improve students' writing skills.

**Keywords: Writing Ability, Task-Based Language Teaching**

### **ABSTRAK**

Task Based Language Teaching (TBLT) sebagai pendekatan pembelajaran bahasa yang menggunakan tugas dalam penggunaan bahasa yang dihasilkan. Teknik ini mengajarkan siswa untuk bekerja dalam kelompok dalam memecahkan dan memecahkan masalah melalui tugas. Penelitian ini bertujuan untuk menganalisis penggunaan pendekatan Task-Based Language Teaching (TBLT) yang diterapkan oleh guru dalam meningkatkan keterampilan menulis dan untuk mengetahui hambatan

apa yang dihadapi guru dalam menggunakan Task-Based Language Teaching (TBLT) dalam mengajar keterampilan menulis. Jenis penelitian ini adalah deskriptif kualitatif dengan teknik pengumpulan data observasi, wawancara dan dokumentasi. Hasil penelitian menjelaskan bahwa pada tahap Analyzing, subjek menerapkan pendekatan sesuai peran dan tugasnya dalam TBLT. Pada tahap Evaluating, subjek menerapkan kegiatan pembelajaran sesuai dengan prosedur pengajaran Task Based Language Teaching (TBLT). Pada tahap Result, siswa mendapat umpan balik positif dimana siswa mendapatkan peningkatan dalam keterampilan menulis mereka. Temuan kedua adalah Time, dimana dibutuhkan lebih banyak waktu untuk menerapkan TBLT dan pendekatan ini tidak dapat digunakan oleh kelas XII dalam mempersiapkan ujian. Guru melaksanakan pengajaran menulis melalui pendekatan Task Based Language Teaching (TBLT) dengan baik sehingga dapat meningkatkan keterampilan menulis siswa.

**Kata kunci: Kemampuan Menulis, Task-Based Language Teaching**

## INTRODUCTION

In writing classes, learners are expected to be proficient in the language through journals, articles, fiction, letters, scientific papers, and other written outputs. Using rhetorical and discourse techniques, second language learners are expected to create cohesive writing, according to Indriani (2017). The results of writing that are arranged and written in a structured and correct way will make it easier for people to read and understand. Content, structure, vocabulary usage, grammatical use, and mechanisms such as spelling and punctuation are all important components of successful writing (Indriani, 2017).

However, writing difficulties are a serious problem in several countries in the world, especially in the field of education. Writing issues are also a difficulty for Turkish students. The problems of writing experienced by the students in Turkey are grammatical, lexical and mechanical errors (Şen 2020). In term of types of writing, one of the genres that are difficult to produce is a story. The problem is also faced by the students in Philippines. According to Cabigao (2021) conducted research entitled "Improving the Basic Writing Skills of Grade 7 Learners in Filipino: An Action Research in Filipino Language." It was discovered that pupils in the Philippines have issues with cursive writing, capitalization, grammar, spelling, and paragraphing. Difficulties in writing skills also occur in students in Thailand. EFL students have a diverse variety of learning techniques. Those with little proficiency, particularly in academic writing, require constant supervision, scaffolding, and mentorship (Roy, et al 2009).

Writing difficulties are also a problem for students in Indonesia. According to Putu, et al (2017) states that there are 8 difficulties in writing, namely: (1) difficulty in determining the topic, (2) difficulty in determining the theme, (3) difficulty in making an outline of writing, (4) difficulty in developing framework, (5) difficulty in assembling events into a storyline, (6) difficulty in determining the conflict of events, (7) difficulty in composing effective sentences, and (8) difficulty in composing good paragraphs. For example, students in the English Education Study Program, particularly in the second semester of STKIP Muhammadiyah Enrekang, still lack command of English academic writing skills. This is indicated by students' poor English academic writing achievements, as well as the difficulty of producing articles in English and papers for conferences, seminars, and symposiums, as well as papers for course assignments. Several lecturers also expressed their dissatisfaction. This is further demonstrated by the fact that when English professors ask students to write academic papers in English, they make several grammatical errors and fall well short of the standards for competent and precise academic writing (Mustakim & Ismail, 2017).

To solve the problems related to writing difficulties, teachers may apply Task-based language teaching (TBLT). It is a technique that has proven to be efficient in promoting students' writing skills. According to Hermayati (2017), TBLT (Task-based Language Teaching), a method developed in the 20th century that was previously ignored, has been resurrected as a frequently applied method. TBLT is a teaching method that focuses on the development of cluster abilities in order to comprehend, complete, and solve problems in the teacher's tasks and lectures. The aim of TBLT is really to boost learners' confidence and enthusiasm. Task-based language teaching is the label for this approach. This is a "task" that could have been the resolution. A task is an assignment that students must execute one that requires learners to reach conclusions from the presentation through some sort of thought process and for which the teacher can oversee and regulate.

When it comes to enhancing writing skill, task-based language education is extremely effective. Because the activities use the language and focus on the consequences of the activities rather than just using English, teaching through assignments can generate efficient learning conditions for English language learners. Students are capable of engaging, comprehending, and achieving responsibilities on their own. Students can enhance their expertise and experience, primarily in writing, by partaking in a series of activities. Task-based language teaching is one technique that is shown to be efficient in promoting students' writing skills (TBLT). TBLT is a language teaching strategy for those learning a second language. According to Richards (2006), the assertion of task-based teaching is that vocabulary knowledge will arise as a result of providing the relevant method of process response in the classroom, and the correct strategy to do so is to use task-specifically focused learning (Indriani, 2017).

Based on research that has been done by previous researchers, task-based language teaching (TBLT) is able to improve writing skills. The first research was conducted by Umi Sholihah in 2011 in her thesis entitled "Improving Students' Writing Ability Using Task-Based Language Teaching (TBLT) (A Classroom Action Research at the Students of Class X TKJ 1 SMK Negeri 2 Sragen in the 2010/2011 Academic Year)". The second research by Indriani Hazaroh in 2016 was entitled "Improving Writing Ability of Grade XII Students at SMA Negeri 1 Majenang Using Task-Based Language Teaching (TBLT) in the Academic Year of 2016/2017". The third research by Nurlailatul Barokah in 2018 on her thesis entitled "The Effect of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay (A Quasi-experimental Research in the Twelfth Grade students of SMAN 1 Jawilan Serang- Banten)". So we can conclude from the three studies, TBLT is very effective and appropriate to use in improving writing skills.

In the preliminary research, the researcher completed pre-observation, which entailed gathering preliminary data from Mam LPS, S.Pd (2021), an English teacher at SMA NEGERI 08 Mukomuko. The data that researcher collected from Mam L shows that several problems with learning writing skills. Some of these problems are that students find it difficult to organize ideas, limit vocabulary, use punctuation marks, and use grammar correctly. As a result of these difficulties, students have a low writing level with a score of 70-80. Then the teacher applies the Task-Based Language Teaching (TBLT) technique in teaching writing. The results obtained in applying TBLT are that students' progress in writing and increase in the value of good writing skills, namely 90-95. This shows that TBLT has been successfully used by teachers in improving students' writing ability.

Therefore, the researcher wants to conduct a research entitled "An Analysis of Task-Based Language Teaching (TBLT) Approach Used by the Teacher to Improve Writing Ability at SMA NEGERI 08 Mukomuko in the Academic Year of 2021/2022" to find out how does teacher employ Task-Based Language Teaching (TBLT) approach in teaching writing ability. This research is expected to be useful for all readers, especially for teachers, students, schools both theoretically and practically.

## **RESEARCH METHOD**

The writer utilized a descriptive qualitative method in this research. Qualitative research, according to Ezer & Aksut (2021), is research in which data is articulated explicitly and interpreted without the need for analytical techniques. The mission of descriptive research is to improve people's understanding of the thing being evaluated and to establish problematic concepts, explain reality in terms of theory, and establish an understanding of a phenomenon. The assessment of events and circumstances in their rural environment, utilizing data gathering techniques and qualitative or verbal

processes to comprehend individual perceptions and experiences, is based on descriptive research. Qualitative research emphasizes the correct and comprehensive manifestation of events in their rural location, and it consists of various primary data collection methods such as observation, interviews, and document analysis (Feyzullah & Selda, 2021).

The aim of this qualitative research is to examine and study a certain aspect of human existence. In essence, qualitative research is a study in which a qualitative process is used to comprehend an individual or society's perceptions and experiences on a specific topic (Bolderston et al, 2018). To do qualitative research, the study design must be assessed by comparing an issue with the time and resource demands of the problem. Qualitative research can augment quantitative research, but it should not be interpreted as a counterpart to quantitative research (Creswell, 2016). Qualitative research is hermeneutic in design, with something like a natural outlook on life (Denzin & Lincoln, 2011). One of qualitative research's attractions is that it depicts actual life because it focuses on everyday activities that occur organically (Miles & Huberman, 2016).

Due to the obvious qualities listed above, this research is categorized as descriptive qualitative. Descriptive research, according to Ezer & Aksut (2021), is research on problems in the form of current facts from a population that approaches a task to measure attitudes or opinions toward individuals, organizations, surroundings, or procedures. Meanwhile, descriptive research, according to Cooper, H.M. (2007), is research performed to ascertain the value of regress, such as one or more independent variables, without drawing comparisons or associating them to other considerations.

The research was conducted at SMA NEGERI 08 Mukomuko in IPA class XI. The researcher chose this school because intended to go into incredible detail on the application and benefits of Task-Based Language Teaching (TBLT) approach in enhancing writing skills amongst some of the school's teachers. In conclusion, the researcher constrained the inquiry by scrutinizing the English teacher in the class.

The subject in this study is an English teacher who teaches in IPA class XI. A total of 35 students were surveyed consisting of 10 male and 25 female students. This class chooses for this research because it was more active and interested in English than other classes. As a result, the researcher was curious to know more about the opportunities and challenges of Task-Based Language Teaching (TBLT) strategies for enhancing writing skills.

## **FINDING AND DISCUSSION**

### **Finding**

- 1. The English teacher employed Task-Based Language Teaching (TBLT) approach to improve writing ability at SMA Negeri 8 Mukomuko**

At this stage the researcher found that teacher at SMA Negeri 8 Mukomuko used Task-Based Language Teaching (TBLT) approach in carrying out English language learning by employing group division. This makes it easier for teacher to share the material to be taught, this group division aims for a learning approach that focuses on students in developing work skills. So that in groups students can understand, conclude and solve problems in task. Learning English is conducted face-to-face (offline) so as to optimize students' understanding and skills, especially writing.

According to Hermayawati (2017) one of the methods developed since the twentieth century that was previously not considered much, namely TBLT (Task-based Language Teaching) is now back into a widely used method, especially in universities. TBLT is a learning approach that focuses on developing skills to work in groups to understand, conclude and solve problems in the tasks/practices given by the teacher/lecturer.

#### **a. Data from the observation**

In this observation, the researcher found that the teacher of SMA Negeri 8 Mukomuko employ the Task-Based Language Teaching (TBLT) approach as the main teaching and learning in English subjects. Richards and Rodgers (2001) describe task-based language education as an approach to language teaching that uses tasks as the main planning and instruction units. TBLT is a language learning method that focuses on the activities that learners are given. The focus of language instruction learning is the task of tasks. The main principle of TBLT may be summarized as the students' tasks.

<b>Teacher Role</b>	<b>Yes</b>	<b>No</b>	<b>Description</b>
Selector and sequencer of tasks	✓		The teacher arranges and designs assignments according to the learning themes listed in the lesson plans and syllabus. For example, for narrative text material, the teacher makes assignments related to narrative texts. The teacher adjusts the students' interests and interests, namely the legend about Surabaya
Preparing learners for tasks	✓		The teacher divides students into several groups to complete the given task. The teacher introduces the topic of the lesson and its important points. Then the teacher explains the task instructions and monitors students during discussions with their groups in solving task problems.
Consciousness-raising	✓		The teacher gives the opportunity for each group to show the results of their writing. Each group is given time to respond to the other groups' writings. The teacher focuses on students' attention, guides learning and checks students' writing results.

According to Richards & Rodgers (2002) suggest three additional roles of a teacher- "selecting and sequencing of tasks, preparing learners for tasks, and consciousness-raising". Based on the

table above, the researcher concludes that the SMA Negeri 08 Mukomuko teacher really prepares everything before starting learning, the teacher also always reminds students to always comply with health protocols, besides the teacher does not make it difficult for students to do the tasks or homework that she gives, the teacher is very helpful for students in learning and during the learning process. According to Laxman Prasad Bhandari (2020) the role of the language teacher in task-based teaching is to facilitate the learners' learning by getting them to engage them with a variety of meaningful tasks.

Students' Activities	Yes	No	Description
The students pay attention to the teacher's explanation.	✓		Students noted the important points of the teacher's explanation and understand it.
The students are active in the class.	✓		Students participate with their group members and discuss in solving task problems. All members are involved in learning activities because each group divides the roles and tasks of each member
The students concentrate to the teacher's explanation.	✓		Students are enthusiastic in understanding the teacher's explanation because they need to understand the language that is conveyed and then they combine it in their writing
The students ask the question to the teacher regarding to the materials.	✓		Students are active in knowing more about the material given by the teacher. They asked details from the structure, use and elements of language. They will also ask if they do not understand the material.
The students do the exercise in groups.	✓		After the teacher divides the students into several groups, the students will immediately join the group and form a circle so that they can share their ideas. Each member of the group has their own role and task in solving problems then they combine some of their ideas to solve and find solutions to task problems
The students ask the teacher or their friends if they find difficulties.	✓		When students find difficulties in completing assignments, students will ask their group members. If the group members are unable to answer, the students will ask about the difficulty. They will try to solve it first with their group and then involve the teacher if it is difficult

Based on the table above, the researcher concludes that the students of SMA Negeri 08 Mukomuko are very enthusiastic and appreciative in starting learning, the students also always obey the health protocols, besides that the students are active in doing assignments and discussions or homework given by the teacher. Based on theory Laxman Prasad Bhandari (2020) To acquire language through effective communication, the students either do the assignment alone or actively participate in pairs, groups, or the full class activity. Along with actively participating, the

students assist and keep an eye on each other's work as they complete tasks. Despite their lack of complete confidence, they produce and understand signals. To complete the work in a foreign or second language, the learners must acquire the abilities to infer from verbal and contextual cues, seek clarification, and confer with other learners (Richards & Rodgers, 2002).

#### **b. Data from the interview**

In the interview process, the researcher used several questions related to the Task-Based Language Teaching (TBLT) technique, including:

##### **1. The teacher employed of Task-Based Language Teaching (TBLT) to improve writing ability**

The process of learning English in class XI IPA seems to be getting better and there is progress. Currently, in the category of good grade in English. The students have started to be interested in learning English. This is a rapid development and improvement during the process of learning English. Although writing skill is the most difficult and complex skill, the students' writing ability is quite good. It's just that they have limited vocabulary and find it difficult to develop ideas so that sentences and words are limited to the words they know. As a result, their writing products still seem monotonous and unattractive. The obstacle in teaching students' writing skills is that they are less motivated in writing. Besides being limited to vocabulary, another obstacle is grammar because the majority of people practice pronunciation and speaking more. So they don't really pay attention to grammar, even though speaking actually pays attention to accuracy. Like a lack of understanding in the use of tenses that are being used in a sentence and in writing. They have not been able to distinguish the simple present, past tense, future tense and others as needed. So that students' writing is still difficult to understand theoretically and grammatically. Besides that, they still have a lot of miss spelling, for example, "title" they write the title, the word "nation" is written as nasion. Because the students heard it more often without seeing the correct writing of the word affected the pronunciation is written in their writing. Then they still do not understand the correct use of punctuation marks such as the use of period punctuation (.), comma (,), question mark (?), command sign (!), and quotation mark (" ") in an article.

The teacher has tried and tried to improve the students' English writing ability in several ways. The first way, in improving vocabulary skills, the teacher requires all students to bring a dictionary to make it more effective in learning. So that when they do not know the meaning and writing of a word, they can look it up individually in the dictionary. As a result, students will try to understand and understand directly and quickly the word they are looking for. Those who do not bring a dictionary will be penalized so that they are active in learning English without borrowing a friend's dictionary. The second way, then each meeting is required to deposit the vocabulary that has been studied in writing and pronunciation at the next meeting or directly to the teacher's



room. Each meeting the students are given 10-20 English words that have been studied and then written in a special book to be memorized and deposited in pronunciation and writing to the teacher. So that their vocabulary can increased in writing and is not limited to just one vocabulary. The third method is the application of the Task-Based Language Teaching (TBLT) method in teaching students' English writing skills. Previously, the teacher applied CLT (Communicative Language Teaching) but it turned out to be less effective, especially in writing skills. Then the teacher looks for another method, namely TBLT, after being applied in learning, especially writing, the results are more effective in improving writing skills.

After employing the TBLT technique, there was an increase, especially in writing skills. The students understand and are more interested in writing using the TBLT technique from the process to the result. The material is taught in accordance with the SK and KD that have been set in the Syllabus according to class XI. So the desired learning objectives are achieved. TBLT is more effective in improving writing skills because the learning is student-centered and the language produced. The division into several groups makes it easier for students to understand, conclude and solve problems (tasks). Each group can show the results of the writings that have been discussed and then guided by the teacher in improvement. Students are encouraged to show their group to be the best in their writing for appreciation. The assignments given in TBLT really help students improve their writing skills. After using TBLT the students' ability to increase vocabulary was achieved. They are more active and innovative in sharing ideas with the group. The use of tense in each meeting was successfully completed according to the text being taught. In writing the text they also pay attention to the use of punctuation and grammar (tenses) is achieved.

The teacher explained that TBLT was very effective in improving students' writing skills. In learning to use TBLT students are more active and interested in writing. The assignments given and the division of groups make students enthusiastic in solving problems and showing good results. Students are active in understanding, concluding and solving problems in the given task. Based on theory Maria & Siane (2017) Task-Based Language Teaching (TBLT) is language instruction that focuses on how the English language is used to complete a certain activity. Students' self-efficacy and excitement for learning are also cultivated through TBLT. Task-based activities encourage language acquisition by focusing on the results of learning while maximizing the employment of the English language. This TBLT technique is very helpful for teachers to overcome obstacles in learning to write English. There are several improvements in using TBLT such as increasing vocabulary, using grammar, using spelling and others. So it can be concluded that the TBLT is very effective and successful in improving English writing skills for the students of SMA NEGERI 08 Mukomuko.

1) Students' responses to employed of Task-Based Language Teaching (TBLT) in writing ability

In learning English students are more interested in speaking skills because they do not need to think about grammar and punctuation. In addition, they still have difficulty developing writing ideas. Writing in English is tricky because you have to use tenses, grammar, and correct use of punctuation. The main problem is the students' limited vocabulary in writing. In addition, it is still difficult to understand the use of tenses such as simple present, past tense, and future tense correctly. Because the use of tenses must pay attention to the type of text, for example, for narrative text, it must use the past tense. Inappropriate writing and pronunciation (miss spelling) in writing vocabulary. The students wrote a lot according to the words they heard, for example the word "can" there they wrote "ken" according to the pronunciation they heard. Then to overcome this miss spelling problem the students learn from listening to songs using the lyrics of the song. So they can enjoy the song while remembering the writing of the lyrics. But no one has been moved to take lessons or tutoring because there is no place or tutor there.

Then the teacher has used the Task-Based Language Teaching (TBLT) technique which helps students to improve their understanding of writing skills. Learning using Task-Based Language Teaching (TBLT) is more effective and fun. Language learning using assignments is better able to make students understand the learning being taught. The students are very encouraged and motivated in producing the best writing among other groups. Tasks in TBLT really help students in developing ideas and thinking skills.

In TBLT learning, students are divided into several groups, then the teacher gives assignments. Each group completes the assigned task and shows the results of their writing to the teacher and other groups. For example, in writing narrative texts, students are able to write according to the generic structure and tenses used or according to the instructions given by the teacher. Then the teacher will help monitor the learning process and provide direction for improvement in his writing. After using TBLT students are able to produce better and structured writing products. Use of appropriate tenses (grammar), punctuation and effective vocabulary in writing.

Based on the data above, students explained that learning to write using TBLT strongly encouraged students to show their best writing results. Students are very enthusiastic in completing the given task. Improving understanding in learning to write is very effective using TBLT assignments so that students are able to overcome difficulties in writing. The students are very active in discussing with their group members in solving the problems given. They understand learning faster and are able to create better writing results. TBLT is able to overcome students in increasing vocabulary, improving grammar, developing ideas and using appropriate punctuation marks. It can be concluded that TBLT has succeeded in improving students' writing skills.

## 2) Challenges of English Teachers in Implementing Task-Based Language Teaching (TBLT)

Every lesson there must be challenges and difficulties in this problem, the researcher found that teachers had challenges in applying the TBLT technique, for example it was difficult to conduct group discussions, in that problem the teacher needed additional time to give the group time to think. The teacher has difficulty in determining the right group and takes more time to complete the discussion. In addition there is a mismatch of members in the group, so they have different opinions with each other. In addition to being required to produce good written products, students must be brave in presenting their group's writings and ideas. There are some students who are less focused on the given task so that they need a re-explanation in the steps to complete the task.

From the statement above, the researcher can conclude that the teacher experienced some difficulties after using the TBLT technique, such as difficulty conducting group discussions due to lack of time in discussion, but to overcome this problem the teacher anticipated it by dividing the group into several groups. The method of discussion as a substitute for group discussions, conducted two group discussions at once for discussions between other groups so that discussions between students can be carried out in the most efficient time possible.

## **DISCUSSION**

### **1. Implementation of Task-Based Language Teaching (TBLT)**

Based on the findings above, the researcher will explain in more detail how the teachers of SMA Negeri 08 Mukomuko apply the TBLT technique and what their difficulties are when using the method. Learning TBLT, based on the results of the interview, it can be seen that the reason for implementing the TBLT technique is basically to help students in obtaining good and efficient learning because not all parties can do full offline learning after the pandemic. Before the implementation of TBLT the teacher used other techniques but was unable to overcome the problems in writing. Then the teacher provides a technical update in teaching writing skills, namely the Task-Based Language Teaching (TBLT) technique.

In addition, it can be seen that the TBLT technique includes the preparation of learning tools, making schedules to be more efficient and effective as well as the preparation of special teaching materials for learning to write using TBLT. Provide material according to student needs. Furthermore, the teacher also explained that learning on the TBLT technique was actually almost the same as other learning. It's just that it lies in its delivery combined with group discussions and focuses on students and the language produced. With the implementation of the TBLT technique, it provides opportunities for students and teachers to carry out learning independently and actively. The learning process is divided into several groups of students. Where each group involves students in interactive

experiences such as discussion or collaboration. While the teacher as a monitor to provide material with very broad learning resources. Students can find learning resources anywhere.

The researcher can conclude that teachers at SMA Negeri 08 Mukomuko use TBLT in learning to write English. Even though the learning is divided into several groups, the learning system is the same, but there are differences between other groups. Every student has an idea and has the opportunity to develop his idea into a good and correct written product. Students who were initially less active became more active and brave in developing their writing skills. This shows a very significant good change in the students. This statement is based on the theory put forward by Dziuban, Hartman & Moskal (2005) to be able to pay attention and adapt to change, you must first change yourself. Always keep your focus on the desired result. In its use, the teacher must be able to ensure that all participants have basic literacy skills and do not forget to monitor the facilities and infrastructure, so that group discussion learning can run well and efficiently. Educators have also prepared the best solutions for any problems that may develop.

## **2. Assessment employing the Task-Based Language Teaching (TBLT) approach**

From the results of the interviews, the researchers also found how the teacher gave an assessment using the TBLT approach and were the teacher's difficulties when conducting an assessment using the TBLT approach. From the respondent's statement, the researcher can conclude that the score on learning to write at TBLT is assessed directly based on the process and accuracy of the task results. Each group is assessed directly by the teacher from the results of discussions and writing results in completing the tasks given by the teacher. So that students can immediately find out the shortcomings and improvement of their task results. The TBLT principles should be used as a guide for implementing them. According to Nunan (2004), seven criteria that must be considered in the context of task-based language learning are scaffolding, task dependency, recycling, active learning, integration, creative reproduction, and reflection.

## **3. Challenges of using Task-Based Language Teaching (TBLT) approach**

The researcher also found the difficulties experienced by teachers when using the TBLT approach from the two resource persons who stated that the first problem of TBLT required a lot of time in terms of preparation. One teacher shared that the process of creating a task sequence from the target task and building a facilitating task based on the scaffold concept seemed challenging. Furthermore, each task in the task sequence must meet the six task criteria in TBLT which makes it even more challenging for teachers. So to overcome this problem, the teacher has prepared assignments in sequence before learning begins. Usually the teacher has prepared it from home and has been designed before starting the class.

Then TBLT is not an approach to prepare students for exams. As the teachers at this school focused more on the national exam, they found that the TBLT was not appropriate for the class that was going to face the national exam. So the teacher thinks that TBLT seems to be good for students of class X and XI who have not faced the exam, but class XII should be taught in a conventional way so that they are familiar with the test items in the exam.

#### **4. Teacher's Role in Learning Writing Skills**

The teacher's role in writing activities is as a motivator, learning resource, and feedback provider. Giving motivation this is done by encouraging students to express their ideas or by provoking their opinions regarding the content, format, typical type or variety of writing (genre), and linguistic aspects of their writing. The role as a resource can be done by the teacher in complex writing exercises. In this role, the teacher provides himself to provide guidance, information, and assessment needed by students for the development of the quality of their performance, both individually, in pairs, or in groups. The teacher's role as a feedback provider demands more intensive attention, because he or she must respond positively to the performance of each student by correcting the accuracy of focus and the suitability of focus the writing with the needs and objectives of the practice.

As a facilitator, the teacher should always be ready with material that is a source of learning, which can be learned from various authentic sources available, such as from mass media, magazines, journals, or from textbooks specifically provided for learners at a certain level. As a helper, the teacher should always be ready to help students if they encounter difficulties in their learning activities. As a moderator, the teacher should be able to manage the course of learning activities and create a conducive classroom atmosphere during the teaching and learning process (PBM) for the achievement of the learning objectives that have been set.

#### **5. Task-Based Language Teaching (TBLT) Function in Improving Writing Ability**

The use of language training tasks (tasks) as a learning tool has been carried out by teachers in schools. Practice assignments are often given in the form of translating literature available in various sources. The exercise assignments can be in the form of projects to make posters, brochures, pamphlets, oral presentations, radio plays, videos, websites and performances in the form of plays and operas. The characteristics of various practice tasks tend to be concentrated more on a particular structure, function or phrase. Such an exercise exploits the development of a wider use of language. In many ways, students also have different levels of communicative language skills.

The TBLT approach model refers to a focus that students will learn effectively if the learning process is more focused on language training tasks rather than using language practically. This TBLT is used by teachers using practice assignments as a follow-up to a series of structure, function and

vocabulary-based learning. The exercise task is only a development activity as part of Sequential and structured learning giving practice assignments (tasks) is the focus of learning activities.

Students are more enthusiastic in participating in learning. Their understanding of the lesson also increased. They ask teacher about the correct use of capital letters and punctuation. Activities are continued with activities aimed at improving students' ability to use correct punctuation and capital letters. Students still work in groups. Students do the assignments well, and they work together in groups. The students also have an immediate opportunity to correct their mistakes by doing "peerediting". This is found when they communicate with their peers. Therefore, the researcher discussed that student interactions and peer responses during The teaching and learning process of writing has had a positive influence on students' knowledge in aspects of language use and mechanisms. TBLT can improve students' abilities. Activities at TBLT require each student to come to class with a set of experiences and learnings. The students have to share their knowledge and individual point of view through activities provided by the researcher using whatever language they already know. In addition, sharing during the Task-cycle process in TBLT helps students to enrich information when they exchange ideas among members in the group. They revealed that practicing writing with peers can make it easier for them to get ideas when they are writing narrative texts. This makes their motivation to learn English increase.

So it can be concluded that TBLT helps students improve writing skills through active group learning in the results of assignments. Tasks in TBLT are able to help students better understand the problems to be solved. Students are able to make written results with groups so that they are able to exchange ideas. They got improvements in vocabulary, sentence structure, better use of punctuation and grammar. Tasks in TBLT attract students to provide the results of their assignments in the form of interesting writing while providing more experience and understanding of each learning process.

## **CONCLUSION**

Task-Based Language Teaching (TBLT) is an English learning approach used by teacher at SMA NEGERI 08 Mukomuko especially in writing skills. This TBLT focuses on the language produced in learning and emphasizes the activeness of students to be able to understand and solve problems in the form of assignments. The teacher's role is only as a monitor and task provider. Teacher at SMA Negeri 08 Mukomuko really prepare everything before starting learning, the tasks given to students have been prepared so that the TBLT learning process can be carried out. In addition, the teacher does not make it difficult for students to do the assignments or homework they give, the teacher is very helpful for students in learning and during the learning process.

Challenges of English Teacher in Implementing Task Based Language Teaching (TBLT) Every lesson there must be challenges and difficulties in this problem, researchers found that teacher had challenges in employing TBLT approach, for example it was difficult to conduct group discussions, in that problem the teacher needed additional time to give the group time to think.

From the statement above, the researcher can conclude that the teacher experienced some difficulties after employing the TBLT approach, such as having difficulty conducting group discussions due to lack of time in discussion, but to overcome this problem the teacher anticipated this by dividing the group into several groups. However, the learning process can be carried out well with the Task-Based Language Teaching (TBLT) approach. Therefore, this TBLT approach can be said as a solution in improving students' writing skills.

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