Muhammad Yazid[1]
Laila Wati[2]
Hamzani Wathoni[3]
M. Adib Nazri[4]

IMPLEMENTING TASK-BASED LEARNING METHOD TO IMPROVE STUDENTS' WRITING ABILITY: A STUDY OF STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan metode Task Based Learning dalam pembelajaran menulis di semester 2 Universitas Hamzanwadi. Penelitian ini menggunakan desain pre-eksperimen one group pre-test and post-test. Sampel penelitian ini adalah kelas 2D semester 2 yang berjumlah 18 siswa. Analisis deskriptif digunakan untuk mengungkap hasil yang berkaitan dengan keterampilan menulis mereka setelah penerapan TBL. Nilai rata-rata yang terungkap setelah pre-test dan post-test memiliki deviasi sebesar 49,72. Dengan demikian, Task Based Learning efektif secara signifikan dalam pembelajaran keterampilan menulis bahasa Inggris di semester 2 Universitas Hamzanwadi. Mempertimbangkan proses dan hasil penelitian ini, peneliti menyarankan agar guru bahasa Inggris menggunakan metode pengajaran ini dalam mengajar menulis.

Kata Kunci: Task-Based Learning, Menulis.

Abstract

The purpose of this study was to find out the effectiveness of Task Based Learning method in teaching writing at the 2nd semester of Hamzanwadi University. This research used pre-experimental design one group pre-test and post-test. The sample of this study was the 2nd semester of 2D class which consisted of 18 students. Descriptive analysis used to uncover the outcome related to their writing skill after the implementation of TBL. The revealed after the pre-test and post-test mean score have 49,72 deviations. Thus, Task Based Learning was significantly effective in teaching English writing skill at the 2nd semester of Hamzanwadi University. Considering the process and result of this study, the present researcher suggested that the English teacher uses this teaching method in teaching writing.

Keywords: Task-Based Learning, Writing.

INTRODUCTION

Language is a system communication used by humans, typically consisting of structured sounds, words, and gestures that convey meaning. It enables people to communicate and exchange information with others, as well as to express their objectives, ideas, feelings, and thoughts. "English is the most widely spoken language in the world. It is the mother tongue of more than 320 million people and another 200 million use it as their second language (Victor, 2021)". Consequently, teachers are confronted with the challenge of finding the most appropriate language learning techniques to cater to the individual needs of their students. According to (Victor, 2021) Today, the core of the education system is to guide students to master the English language.

The four skills of an English education are speaking, writing, listening, and reading. These abilities are necessary for efficient English communication, which is more and more

---

[1,2,3,4] Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa, Seni, dan Humaniora, Universitas Hamzanwadi

email: yazid@student.hamzanwadi.ac.id

crucial in today's globalized world. Developing reading skill is needed. "Most of language production skills grow out from such text that the students hear or see (Andri, 2019)".

The acquisition and mastery of the English language, especially for non-native speakers, have become increasingly crucial in a globalized world where English serves as a predominant medium of communication. Writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. It asserted that writing has a vital role in language production that is used for global mediation of knowledge. (Sholeh, 2020) Describes tasks as activities that can stand alone as fundamental units and involve authentic language comprehension, manipulation, or interaction while emphasizing meanings rather than forms.

Writing requires not only the ability to produce meaningful sentences but also the knowledge of proper spelling and syntax, making it an essential component of language development. That is why tasks provide the necessary exposure and language usage opportunities needed to acquire the target language because the tasks are typically performed in pairs or groups. Exposure occurs when students listen to the teacher's instruction, to the speech of their friends, and when they have to read hand-outs to complete the tasks. According to (Sholeh, 2020) when learners have to communicate, they will acquire the language faster and more efficiently.

According to (Butarbutar, 2021) Implementing the TBLT approach in the 21st century is considered less relevant and less attractive to students, along with the development of super-sophisticated technology. That is why The Task-Based Learning (TBL) method needs emerges as a pedagogical approach designed to address such challenges in language learning. TBL emphasizes a learner-centered, practical, and communicative approach to language acquisition. By taking this approach, the TBL method aims to strengthen language competency as well as the ability to use language abilities in real-world situations.

Although there are many other teaching approaches, not much study has specifically looked at how effectively the TBL method works to help EFL students write better. Given the current vacuum in the literature, a thorough examination of TBL's capacity to handle these particular issues and encourage proficient sentence construction among EFL learners is necessary. Most of the benefits derive from what and how teachers perceive a task-based lesson implemented in the real class. TBL way of providing a natural learning environment for L2 learners is deemed to be the prominent factor that contributes to the teachers' perceived effectiveness. "This is because TBL creates a positive learning environment to promote learners' enjoyment (Chua & Lin, 2020)."

English writing skills has been considered a difficult task, especially in public sector institutes of Indonesia, where the students come from rural as well as urban areas. According to (Tangpermpoon, 2018) When compared to other four skills such as listening, speaking, and reading, writing is the most difficult because it requires a writer to have a great deal of lexical and syntactic knowledge as well as principles of organization in L2 to produce a good writing.

(Goswami, 2018) Defines task as a piece of classroom work involving learners in a understanding, directing, producing or interacting way in the target language while the students' attention is focused on activating their grammatical knowledge in order to express meaning, and in which the aim is to express meaning rather than to manipulate form. The task should also have a sense of wholeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end, so Task-based learning (TBL) is an approach to language teaching that focuses on using authentic language to complete meaningful tasks in the target language.

Task based learning offers a lot of advantages as it is communication based and allows the learners to transfer previously acquired knowledge to new communicative contexts (Shaby & Joy, 2019). It encourages the learner to emerge as a language user and it also intends to engage the language learner in a meaning focused language usage. Task based learning helps learners to interact spontaneously: Learners are free to use whatever vocabulary and grammar they know. For instances a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to

notice and benefit from others expressions and thereby builds their level of confidence gradually.

Task based learning gives language learners' opportunity to learn vocabulary. Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task. Some of the options suggested for improving vocabulary are predicting words related to the task title or topic, and building words into a word web by way of brainstorm, cooperative dictionary search and by matching list of words with a list of definitions (Shaby & Joy, 2019). Task-based not only can be given by written things, but also a verbal, such as an instruction in the class to make them improve their English skill. It highlights the necessity for tailored curricular interventions and pedagogical approaches that address the specific needs and expectations of students in this context. Integrating TBL into the educational framework aligns with the broader goal of preparing graduates to engage in global and international discourse.

Based on the statements above, TBL method can enhances EFL students' English prowess skills, especially on English writing skill. Because of TBL is focused on real-world tasks, students can interact with language in contexts that are relevant to them. By concentrating on assignments that require writing, students develop and use language skills naturally, which promotes a deeper comprehension of communication strategies and writing mechanics. That is the reason why the researcher interested in applying this method.

METHOD

This research used pre-experimental research. In order to enhance teaching and learning, educators can conduct systematic inquiry within their own classrooms through the use of pre-experimental research. According to (Baker, 2018) experimental design is an intervention or treatment. The researcher manipulates the independent variable by take part in an educational program. The total participants are 18 students which will later on will be randomized. Randomization, the researcher randomly assigns each participant to a group so that each person has an equal chance of being in either group. This removes the problem of selection bias so that comparable, balanced groups of similar size. This study employs Pre-experimental pretest-posttest design. This design is judged to be better than design one shot case study (Dawson, 2019). Quantitative data were collected by assessing the writing task that the students take, some elements were evaluated: content, vocabulary, organization, and grammar. Those elements were evaluated using analytical scoring rubric adopted from Cohen (1994). Each category was given a score from 1 to 5 on the scoring rubric. Qualitative data from the pre-test and post-test questions were analyzed using SPSS 22 for Windows to support and provide context to the findings.

RESULT AND DISCUSSION

After collecting and analyzing the data, the researcher found that responded thematic writing task was effective in developing students' fluency in writing descriptive text. It can be seen from the score of the descriptive statistics where the mean score and standard deviation in the pretest were lower than in the post-test. The difference of the scores is summarized in Table 1.

Table 1. Descriptive Statistic of Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	18	30	55	41,39	9,043
PostTest	18	80	100	91,11	6,077
Valid N (listwise)	18				

Table 1 shows the differences in students' average pretest and post-test scores before and after the treatment implemented. In the descriptive statistic, the average score in the pretest was 41,39 and 91,11 in the posttest, so it improves 49,72 points from the pretest to the post-test. The findings indicate that task-based learning was effective in improving students' writing ability.

Based on the result of the calculation of descriptive statistic using SPSS 22 for Windows, it was determined that the significance 2 tailed level is 0.00 which was lower than 0.05. It means that hypothesis is accepted. This concludes that task-based learning is effective in developing EFL learners' writing skill.

The result of this research proves that writing can be much easier by seeing the improvement in students' writing product. In implementing this task based learning, students were provided with learning material in a paper then the students explored the material deeper in the classroom. More time to practice by the technique suitable with the teaching and learning writing was provided. Their writing then was submitted and given score by evaluating several elements.

Additionally, in this research, the presence of teacher's feedback on the students' writing motivate them more to produce much better piece of writings. The students become more responsible to what they have written on their drafts then fix and complete their draft into a more developed writing product. In a nutshell, task based learning is significantly effective on the EFL learners' writing.

CONCLUSSION

Based on the findings, it is deduced that task based learning was significantly effective toward the EFL learners' ability in English writing skill. The result of this research also shows that the students' fluency in English writing skill especially writing descriptive text developed better. The method motivated and helped them advance the choices of words in their writing.

REFERENCES

Andri. (2019). Developing English Langugae Skills Through Fairy Tales, 66(4), 37–39.

Baker, C. (2019). Quantitative research designs: Experimental, quasi-experimental, and descriptive. Nutrition Research: Concepts and Applications, 155–183.

Butarbutar, R. (2021). Learner's perception of task difficulties in technology-mediated task-based language teaching. Englisia: Journal of Language, Education, and Humanities, 9(1), 129. https://doi.org/10.22373/ej.v9i1.10079

Chua, H. W., & Lin, C. Y. (2020). The Effect of Task-based Language Teaching in Learning Motivation. International Journal of Educational Studies, 3(1), 16–23. https://doi.org/10.53935/2641-533x.v3i1.134

Dawson, T. E. (2019). A Primer on Experimental and Quasi-Experimental Design A Primer on Experimental and Quasi-Experimental Design. Southwest Educational Research Association, January 1997, 1–15. https://eric.ed.gov/?id=ED406440

Goswami, A. B. (2018). A Critical Analysis of Biodiversity. SSRN Electronic Journal, May. https://doi.org/10.2139/ssrn.1622108

Shaby, D., & Joy, J. L. (2019). THINK INDIA (Quarterly Journal) The Strengths And Weaknesses Of Task Based Language Teaching. 4, 6146–6154.

Sholeh, M. (2020). Implementation of Task-based Learning in Teaching English in Indonesia: Benefits and Problems. Language Circle: Journal of Language and Literature, 15(1), 1–9. https://doi.org/10.15294/lc.v15i1.26004

Tangpermpoon, T. (2018). Integrated Approaches to Improve Students Writing Skills. ABAC Journal, 28(2), 1–9.

Victor, P. E. (2021). Techniques To Enhance Vocabulary in English Language. Towards Excellence, 13(1), 198–207. https://doi.org/10.37867/te130120