

THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING IN TEACHING WRITING

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ABSTRACT

The study purposes to know how task-based language teaching is implemented in teaching writing. Task-based language teaching is a method of instruction in the field of language acquisition that focuses on the authentic language to students in doing meaningful task using the target language. Classroom action research method was used in this study. It was conducted in two cycles involving TBLT stages namely Pre-task, Main-task and Post-task or Language focus. Each cycle also consisting of planning, action, observing and reflecting. As a participant observer, the researcher gained the data through the classroom observation, some types of tasks and group interview. The sample consisted of 24 students of MTs Nurul Ilmi Bojonggede, Bogor. The result of this study showed that task-based language teaching can be implemented in teaching writing. Therefore, the researcher concluded that the implementation of TBLT successfully helped students in learning writing.

Keywords: Task-Based Language Teaching, Teaching Writing, Learning Writing.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana Task-based language teaching diimplementasikan dalam pengajaran menulis bahasa Inggris. Task-based language teaching adalah sebuah metode pembelajaran dalam ranah pemerolehan bahasa yang berfokus pada keaslian bahasa pada murid dalam mengerjakan tugas menggunakan bahasa target. Penelitian ini menggunakan metode penelitian tindakan kelas. Metode tersebut dilaksanakan dalam dua siklus yang terdiri dari tiga tahap yakni Pre-task, Main-task and Post-task. Pada tiap siklus juga terdiri dari tahap perencanaan, pelaksanaan, observasi dan refleksi. Sebagai pengamat partisipan, peneliti mendapatkan data melalui observasi kelas, beberapa tipe tugas dan wawancara yang dilaksanakan secara berkelompok. Partisipan penelitian ini adalah 24 murid MTs NURul Ilmi Bojonggede, Bogoe. Hasil dari penelitian ini menunjukkan bahwa TBLT dapat diimplementasikan dalam pengajaran menulis bahasa Inggris. Selain itu, peneliti juga menyimpulkan bahwa pengimplementasian TBLT dapat membantu para murid dalam belajar menulis dalam berbagai aspek.

INTRODUCTION

English is a compulsory subject for students in junior and senior high school in many countries, including Indonesia. To master English, every student has to know the four main skills in every language, one of them is writing. In some cases, writing skill is the most complex task to complete and the most difficult skill among other English skills. Graham and Harris (2003) stated that this is because writing involves great integrated activities and processes such as cognitive effort, attentional control, and self-regulation to make it become coherent and

meaningful (Ariyanti, 2016, p.265). Consequently, students must have a lot of exercises in writing in order to improve their writing skill. Another reasons why English writing is quite difficult is English grammatical roles different with other languages. In his study on students difficulties in learning writing skills in second language, Nadeem (2016, p. 735) proved that “writing is more difficult than speaking because the former is more formal than the latter, and also due to the fact that people speak more than writing in their routine life. Moreover, spoken language occurs in natural environment; whereas,

writing takes place in artificial environment. Writing requires learning vocabulary and grammar". Through this statement, the school and also the teacher have to cooperate to concern in helping the students in learning writing. Especially for the teachers, they need to find the effective way in teaching English for students in the classroom to be able to realise the intended goal in teaching writing.

In Indonesian context, schools use the 2013 curriculum as a basic of teaching and learning process in the class. One of the characteristics of 2013 curriculum is curriculum content, that is competency, clarified in the form of core competence (KI) of class and further explained in basic competence (KD) of subject matters. Arranging an oral and written text is a basic competence that written in KD 4. All students are required to reach this competence. In class activity, arranging an oral and written interpreted as creating an oral and written text. It means that this basic competence is categorized as a higher order thinking skill (HOTS). According to the Bloom's taxonomy learning pyramid, the steps or skills that must be achieve by the students are remembering, understanding, applying, analysing and evaluating before creating. Therefore, to achieve that KD 4 is a challenging thing. In this study, the researcher focuses in teaching the students in writing recount text.

One of the solution that can solve the problem above is implementing task-based language teaching in teaching writing. Megan and Younghee (2014) proved that "tasks can serve as a means of incorporating enjoyable, beneficial, and communicative activities in the L2 classroom" (p.226). Task-based language teaching (TBLT) also known as Task-based language learning (TBLL) or Task-based instruction (TBI) is a method of instruction in the field of language acquisition. It focuses on the authentic language to students in doing meaningful task using the target language. As Willis (2006) stated that in TBLT the core of class activity is the task (Umi, 2013, p.80). She also presents that there are three stages in TBLT. They are pre-task, main task and post task. In 2001, Bygate stated that task is an activity which requires learners to use language, emphasizing on meaning, to attain objectives.

There searchers acknowledged that the role of using the task in TBLT really facilitate the second language learners in learning (Ellis, 2003; Foster, 2009; Samuda and Bygate, 2008; Van den Branden, Bygate and Norris, 2009; and Willis and Willis, 2007). So it can be concluded that tasks have positive effects on second language learning including writing skill. Tasks are also said to improve learner motivation and therefore promote learning. And it is also claimed that specific tasks can be designed to facilitate the use of learning of particular aspects of language (Richards and Rodgers, 2001). Thus TBLT appears to be effective in helping the acquisition of specific parts of the target language.

METHOD

In conducting this study, the researcher used qualitative classroom action research method. The researcher used this kind of research because of classroom action research is a systematic procedures done by teachers to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning. Action research also provides an opportunity for educators to reflect on their own practices (Creswell, 2012).

In using classroom action research as the learning method, the researcher used two cycles in conducting the research. The cycle that was used was the model of cycle of Kurt Lewin (1946). The steps of each cycle were planning, action, observation and reflection. The researcher used two cycles in this study to get the clearer and more accurate result.

The participants of this research were 24 students of 8th grade of MTs. Nurul Ilmi Bojonggede, Bogor. This research used observation and group interview in gaining the data. The observation sheet and some tasks used in implementing TBLT were compiled simultaneously to know how TBLT is implemented TBLT in teaching writing while the group interview conducted to know to what extent TBLT help the students in learning writing.

FINDING AND DISCUSSION

This study was began on March, 19th, 2019 and ended on March 27th, 2019 to the 8th grade students of MTs. Nurul Ilmi. TBLT method had been finished successfully in two cycles and completed the three stages in every meeting. Before the research was carried out, the students' writing ability encountered many problems. Some students had difficulties in using the right vocabulary, applying the right grammar, moreover organizing the sentences in a correct way.

After the TBLT was implemented in the classroom, there are some proofs that TBLT can be implemented in teaching writing and helped the students in learning writing. This is obvious from all the process had been done by the teacher in teaching the students by implementing TBLT. Every meeting is completed with the three stages in implementing TBLT. They are the pre-task phase, main-task phase and language focus or post-task phase.

In pre-task phase the teacher always starts the class by reviewing the previous lesson in order to recall the students' memory in connecting it with the lesson will be learned that day. The teacher also helps the students by modelling something or leading a brainstorming session to have a deeper understanding about the materials. The teacher mostly exemplifies them with the texts and verbalization in addressing the materials. This phase is successful in helping the students to continue the next activity namely the main-task phase.

Main activity in main-task phase is doing tasks. The teacher already gave the instruction to the students in the pre-task phase about what to do with the worksheet or tasks. During four meetings of the implementation of TBLT, the teacher used four kinds of task in teaching writing. They are multiple choice that focuses on learning vocabulary, the comparing task that focuses on creating simple past tense sentences, ordering task that focuses on learning the generic structure of recount text, and story telling task that focuses on creating a good and complete recount text or paragraph. So in this phase the teacher distributes the worksheets to the students then the students do the task. In the middle of this phase, the teacher helps the students when they have difficulties in doing the task. In helping

them, the teacher tried to accommodate the students according to their needs.

In the post-task phase or language focus phase, the teacher invites the students to join the discussion about the task they have done. Some of them present their works then discuss it with others. Some students also ask the teacher when they have difficulties in understanding the task. In this phase, the teacher emphasizes the students that error is ok, so they can learn more in another day or another meeting. For the teacher, the error occurred in the class is an evaluation in designing the next task will be used in the class.

All stages that have been done by the teacher show the compatibility between the theories raised in introduction part and the action carried out during four meetings. The theory of stages in implementing TBLT has been carried out in a systematic and complete way. So that the tasks given can be completed by the students and the materials conveyed clearly.

Based on the data by the interview session, the researcher found that there are some writing abilities based on the competencies or indicators listed on lesson plan that are supported by implementing TBLT in teaching writing. The students feel that the given texts help them in identifying information about activities or events in the past. The students easily identified the used verb in those texts. Another data indicates that the comparing task help the students in understanding the structure of simple past tense. The task consists of the example of the sentences in simple past form, so the students answer the question referred to the sentences in comparing tables.

The data also shows that the given texts and the tasks by the teacher helped them in understanding the organization of recount text. The ordering task is used to help the students understand the organization or the generic structure of recount text. Moreover, the given texts in pre-task phase of meeting also helped the students in understanding the elements of writing.

One of the interview results indicates that the ordering task teach the students in arranging the sentences to become a complete recount text. The ordering task asks them to arrange the

sentences and another previous tasks helped them in using the right vocabulary and creating the sentences in simple past form. The researcher also found that the students acknowledged that all the given tasks and texts were related to help them to use grammar, vocabulary, spelling, punctuation and capital letters correctly in writing.

CONCLUSION

After completing four meetings in implementing TBLT, the researcher concludes that TBLT can be successfully conducted when the teacher do the teaching process with the right way or procedure. In this study, the teacher that also the researcher did the three stages of TBLT in every meeting. They are pre-task phase, main-task phase and language focus or post-task phase. The teacher prepared all the stages or the phases well. It is obvious from the lesson plan she made, the chosen and designed task and the organization of the activity in class. The teacher exemplified the recount text in class, used the verbalization to explain the materials clearer, also helped the students when they had difficulties during the lesson, moreover the teacher emphasized the students that error is ok and evaluated those errors to do something better in the next meeting. Those are the real actions of the teacher in completing the processes of planning, acting, observing and reflecting in conducting the classroom action research to teach students writing. So that, the prepared activity, tasks, texts and materials support the whole processes in implementing TBLT in teaching writing.

According to the findings, the data indicates that the implementation of TBLT in teaching writing help the students' to complete the seven supported competencies or indicators listed on the lesson plan. They are the implementation of TBLT in teaching writing help the students in identifying information about activities or events in the past, understanding the structure of sentence in simple past form, understanding the organization of the text, in this case is recount text. Then TBLT also help the students in understanding the elements of writing, arranging the simple past form sentences become a recount text, answering the question about the activities or events in the past, and the last one is support the

students in being able to use grammar, vocabulary, spelling, punctuation and capital letters correctly in writing.

For the next researcher, who will conduct a study of task-based language teaching. The researcher expect the researcher can apply another kinds of task in TBLT to know that many kinds of task can support the implementation of TBLT. The researcher also expect that the next researcher can scaffold students' writing ability in more competencies.

Based on the conclusion of the discussion above, the researcher presents several suggestions for the next researcher, who will conduct a study of TBLT. The researcher expects the next researcher can apply another kinds of task in teaching writing to know that many kinds of task can support the implementation of TBLT in teaching writing. The researcher also expects that the next researcher can implement TBLT better and help the students in learning writing and achieve more competencies.

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