

Task-Based Language Teaching for EFL Writing Development

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ABSTRACT

One aspect of English that is difficult for students to master is writing, because it requires the right method/technique in teaching after the pandemic. For this reason, this research was appointed, with the aim at knowing whether the TBLT method has an impact on the students' English learning process, especially for their writing skill. This research was conducted in class VIII of junior high school students, because this is an experimental study, a pre-experimental design is used with the type of one-group pre-test and post-test. In addition, in assessing the writing of students, this study adapts the writing rubric of (Brown, 2007). The results showed that TBLT has a very significant effect on students' writing, this can be seen in the mean scores of the pre-test and post-test. However, considering also the situation of students at the time of the study, it is hoped that further researchers or readers can examine more deeply about the learning losses found in this study or can use the results of the research as a starting point for learning problems during the new normal.

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INTRODUCTION

According to Fatimah, (2020) and Kandati & Tatipang, (2021) not only on the social order, the Covid-19 pandemic has also had a huge impact on the world of education. Since the outbreak of Covid-19, in order to avoid transmission, most activities have been carried out online, such as smeeeting activities that have been

held together in a room, now using the Zoom application, Google Classroom, Whatsapp and other platforms used during activities (Sholeh & Talebinejad, 2022). Learn how to teach with the implementation of the new normal, like it or not, students will return to school, of course with health and safety protocols that guarantee them from transmitting the virus. The new order of life was carried out after indications of a decrease in the spread of the Covid-19 number curve, the availability of qualified health facilities and strict supervision.

This is certainly felt heavy by educators and students. Especially for English teachers, they are required to be creative in delivering material through learning during this New Normal, because many students are not learning optimally during the pandemic. Stated by Hasibuan et al., (2021) the face-to-face implementation applies the precautionary principle because it is related to the health and safety of school residents, so that health protocols must be applied strictly in accordance with the rules for implementing face-to-face meetings in schools. Face-to-face learning during the New Normal is carried out like schools in general before the pandemic but must still pay attention to health protocols, approval from parents of students, education personnel who have vaccinated, as well as facilities and infrastructure supporting the implementation of Health protocols are available.

As stated by Al-Jarf, (2022) one aspect of language that is difficult to teach during a pandemic is writing. Where, during the pandemic most students learn English online and spend most of their time at home, this learning does not go as expected due to many distractions from the internet or from the student's home environment. Of course this makes the student's writing learning process not optimal, besides that online learning is less focused on students, while learning should no longer be focused on the teacher (Teacher Centered Learning) but become student-centered learning (Student Centered Learning) (Milarisa, 2019). Student-centered learning is a process or way of making students active in learning by considering the characteristics of students who will learn (Liando et al., 2021). The characteristics of each student are used as the basis for designing the learning process, implementing learning and assessing learning.

The existence of a new learning system, namely learning in the pandemic era which is carried out offline after a long time applying online learning, makes student-centered learning difficult to implement, because in online learning there is no direct interaction between teachers and students (Nowroozzadeh et al., 2022). In learning English online, especially for the writing aspect, most of the teachers actively participate in learning (Pradana & Syarifuddin, 2021). In addition, there are many obstacles faced by students such as difficult signals and not all students have androids so that learning becomes ineffective (Tatipang et al., 2022). Therefore, in this new normal era, teachers are required to create student-centered English learning, so that through the application of student-centered learning, students can participate actively, and are always challenged to think critically, especially in the writing aspect.

In this New Normal era, it is important to implement student-centered learning in order to maximize the student learning process after studying online for a long time (Stevens et al., 2021). In order for face-to-face learning that is student-centered to be carried out properly, the teacher must carefully prepare methods, techniques, materials and activities that are in accordance with the ultimate goal of learning (Tatipang et al., 2021). One method that can make students the center of learning is task-based language teaching or TBLT, this approach can be applied by English teachers in the learning process. In general, giving assignments to students can be said to be the basic concept of TBLT (Wongwichai & Tachom, 2021) and (Kafipour et al., 2018). However, in this case the assignment of students at the beginning of the material/meeting is the hallmark of this method (Nuraeni & Farhatunnisa, 2021). From various experiences that are often experienced by English teachers, when a new material is given, the teacher will do a lot of elaboration to instill a concept into the minds of students. However, in TBLT, students will be required to first understand the material that will be delivered and after that the concept planting by the teacher will be limited to a right or wrong assessment, or even just enrichment. With this method, the teacher's role as a supervisor will be more optimal.

In addition, Liu et al., (2018) stated that writing is one of the hardest skills to master, because it requires a high proficiency of the target language." This statement is in accordance with what was stated by Gan & Leung, (2020) that is that writing skills in a foreign language, in this case English, is not easy for students to master. Hakim, (2020) revealed that students' writing problems most often lie at levels 1) text structure and cohesion, 2) style and, 3) spelling. This statement is in accordance with the opinion of Kaharuddin et al., (2022) that in general the difficulties in writing are divided into three things, namely linguistics, cognitive knowledge and psychological abilities such as problems of motivation and self-confidence of students. In addition, other problems that are often encountered are grammatical errors and incoherent text structures that can hinder students in expressing their writing ideas as a whole, in addition, problems that often occur in writing descriptive texts, especially in foreign languages, are caused by several linguistic aspects (for example: use of appropriate vocabulary, good and correct grammar, use of correct spelling and punctuation) which are difficult for students to master (Kaharuddin et al., 2022).

In order for the purpose of teaching writing skills to be achieved with optimal results, teachers are required to use certain learning strategies that can encourage interest and motivate learners so that their writing skills can improve, it is necessary to apply the TLBT method (Hakim, 2020). TBLT requires learners to be more active and have a major role in learning, tasks are activities or actions that occur as a result of processing or understanding language, including classroom activities that involve students understanding, manipulating, producing, or interacting in the target language by mobilizing knowledge of grammar to express its meaning (Chua

& Lin, 2020). Through assignments, students are encouraged to carry out communicative activities that emphasize meaning rather than form, even though meaning is essentially inseparable from form. That is, students are encouraged to use their grammar knowledge to express communicative meaning (Bhandari, 2020). In the TBLT design, there are at least six types of tasks that can be applied to support the success of learning to write (Shaby & Joy, 2022), the types of tasks are: (1) Sort the list (2) Organize and Sort; (3) Comparing; (4) Solve problems; (5) Sharing personal experiences and (6) Creative assignments. Based on these descriptions, the researcher sees the need for further research on the implementation of the TBLT strategy to improve students' writing skills.

METHOD

In this study, the research method used was pre-experimental research. (Arikunto, 2010) stated that pre-experimental designs (non-design) are often seen as unreal experiments. Therefore, it is often referred to as a quasi-experimental term. In addition, in this study, researcher conducted quantitative research using a one group pretest-posttest type design (initial test-single group final test). As stated by Arikunto, (2010) one group pretest-posttest design is a research activity that provides a pretest (pre-test) before being given treatment, after being given treatment then giving a final test (post-test). The use of this design is adjusted to the objectives to be achieved, namely to improve students' writing descriptive text skills in learning English in the even semester of 2024/2025. The subjects in this study were class VIII students with a total of 20 students.

Writing skill is one of the most important language skills to be mastered in the language learning process, especially English (Kaharuddin et al., 2022), therefore, to obtain appropriate results related to students' writing skill, instruments that are suitable for writing are needed. The instrument in this study was a test in the form of pre-test and post-test. The pre-test and post-test are arranged based on the material provided, namely descriptive text. In addition, the test used in this study is the type of Essay test which is given before and after the application of TBLT. The purpose of giving an essay test is because the purpose of this research is to improve students' writing skills, therefore a subjective test in this case an essay test is applied to obtain an overview of students' writing skills in writing text. The content in each test is prepared based on the guidelines in the curriculum used in schools, namely the Merdeka Curriculum, in the process students are asked to make a descriptive text/essay about animals and things around them. The students' essay results are then assessed based on the writing ability assessment rubric from Brown, (2007) where the evaluation results of each student essay show students' achievement in writing, the writing rubric can be seen below:

Scoring rubric for writing

Components of Writing	Score	Level	Indicators
Content (C)	4	Excellent	Present the information well chosen details across the paragraph
	3	Good	Present the information with details in parts of the paragraph
	2	Fair	Present the information with some details
	1	Poor	Present no clear information
Vocabulary (V)	4	Excellent	Good in vocabulary choice
	3	Good	Error in vocabulary choice are few and do not interfere with understanding
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding
	1	Poor	Many error in vocabulary choice that severally interfere with understanding
Grammar (G)	4	Excellent	Good in grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding
	1	Poor	Many error in grammar choice that severally interfere with understanding
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding

(Brown, 2007)

The researchers collected research data by applying the task-based language teaching method during the teaching process and in the process, the meetings were held for approximately six meetings. In its application, TBLT focuses on the flow of discussion → assignments (tasks) → presentation → focus on language forms. The purpose of learning is that students can complete an assignment to produce an "outcome" (Hasbi, Inayah, Latif, Mutmainna, & Fahira, 2022). One of the frameworks in the TBLT approach consists of the Pre-task, Task Cycle, and Language Focus stages. In the pre-task stage, the researcher started with an initial discussion about the learning topic (descriptive text) which was related to the student's experience (based on what they had observed). At the tasks cycle stage, students work on several tasks, such as listing, sharing personal experiences, problem solving, and creative tasks, both individually, in pairs, and in groups. At the language focus stage, researcher and students together analyze various forms of

language in the assignment, then students practice completing the final assignment (outcomes).

FINDINGS

The first face-to-face learning begins with greeting greetings and reading class attendance. The first activity in TBLT is conducting Introduction, namely by asking students several questions related to their knowledge of descriptive text, followed by giving a pre-test. Furthermore, at the second meeting to the fifth meeting, the researcher gave short questions (lead-in) related to descriptive text and how students should make a good descriptive text. In addition, students are also taught about how to make a simple essay based on the material being taught. The responses to these questions become the initial reference material for all students to then get an overview or example of descriptive text. This introduction and lead-in is the initial stage or creative tasks (Husain, Suhernita, Abasa, & Djaguna, 2021), which can make students able to imagine or have an image as well as be able to write a descriptive text based on what they see. Furthermore, in increasing students understanding of descriptive text, a task-cycle is given to interact in groups through matching and listing activities. One example of the instruction given was to match a description of a tree they saw outside the classroom with the size, characteristics and benefits of this tree. For example (the cause of the complaint (eg the big banyan tree) with a sentence that states a description of the size, characteristics of the tree and its benefits (for example, it has thick leaves).

In this activity positive and interactive responses were obtained from students because many of them those who participate by communicating both with fellow students by raising their hands to come forward to give their opinions, as well as interacting with researcher as well. Besides, before entering the analysis phase in language focus, students were instructed to listen to an explanation about how to write descriptive text based on what they can see around them. Examples of how to describe a building at school, things in the classroom, or pets that must be described in the form of a simple essay, with this explanation then used as material to discuss the form of language and the language components included in the description of descriptive text. In the Practice phase, students are then instructed to make a simple essay about things they can see around them or their favorite animal/pet. The researcher then gave an appreciation for the examples of simple essays written by students. The test results can be seen clearly in table 1 below:

Table 1. The score of Pre-test (T¹)

Students	Category				Total	Final Score
	C	V	G	M		
1	3	3	2	3	11	69
2	2	3	3	2	10	63
3	2	3	3	2	10	63

4	3	2	2	2	9	56
5	3	2	3	2	10	63
6	3	3	2	2	10	63
7	2	2	2	3	9	56
8	2	3	3	2	10	63
9	3	3	2	4	12	75
10	2	2	2	3	9	56
11	3	2	2	3	10	63
12	2	2	2	3	9	56
13	3	3	3	2	11	69
14	2	3	2	2	9	56
15	3	2	3	2	10	63
16	2	3	2	2	9	56
17	3	2	2	3	10	63
18	2	3	3	3	11	69
19	3	2	2	2	9	56
20	2	2	3	3	10	63
Total						1.241

Based on the accumulated scores from the pre-test given to all students, the average value of their class is 62. In the description, one student who gets the highest score is based on the results of the assessment through the rubric of (Brown, 2007) with a score of 75 and there were seven students who got the lowest score, namely 56.

The implementation of this last meeting was not much different from the previous meeting. However, based on the results of the evaluation at the first meeting, some learning activities were rearranged according to the time allocation given so as not to exceed the scheduled time. This last meeting was held after the previous five meetings, as usual, the first activity carried out was greeting greetings and reading student attendance. Warmer is given through a description of what descriptive text is, how to make a good descriptive text, language elements contained in descriptive text, sentence patterns and other things related to descriptive text. This activity was responded positively by students and made them more focused on how to make a descriptive text.

Next, entering the Introduction phase, the researcher gave a lead-in in the form of questions that were almost similar to the questions in the previous meeting. However, this time the researcher explored in more detail the characteristics, traits, characteristics of what they could observe such as trees, things around them and their favourite animals/pets. From each example of this topic, students are asked to make an essay with the guidelines that have been described previously. This activity is carried out in groups to activate the ability to describe in writing about descriptive text in class. Then the results are presented following the previous planning and reporting stages.

Entering the Language Focus phase, examples of essays or paragraphs or texts related to the topic in the descriptive text are discussed to be discussed together. In the Practice phase, students rewrite a complete essay with the previously described guidelines to produce outcomes which are then presented and given comments by their peers. For good examples of essays will be given applause by the researcher and other students. Moreover, at this last meeting, the researcher gave a post-test to the students, where the post-test was given in the form of an essay, in this case related to the material being taught, namely descriptive text.

With TBLT, students are more frequent: (1) combining ideas in writing descriptive text based on what they have observed (2) active in learning, because the focus of learning emphasizes more on students (3) making an appropriate descriptive text essay (4) more it is easy to understand a material especially when it is combined with authentic material (eg students are asked to make essay assignments based on what they can observe in the environment) (5) better understand the material being taught with lots of exercises given during learning (6) focus on the process and results. Finally, at the end of the research at the last meeting, the level of student participation increased further along with the evidence of direct observation and research. The results of the post-test given can be seen in table two below:

Table 2. The score of Post-test (T²)

Students	Category				Total	Final Score
	C	V	G	M		
1	3	3	3	3	12	75
2	4	3	3	2	12	75
3	3	4	3	3	13	81
4	3	2	4	4	13	81
5	4	3	3	3	13	81
6	3	3	2	4	12	75
7	3	3	2	3	11	69
8	4	3	3	3	13	81
9	3	3	4	4	14	88
10	4	4	2	3	13	81
11	3	4	4	3	14	88
12	4	3	2	3	12	75
13	3	3	3	4	13	81
14	3	4	3	4	14	88
15	3	3	3	4	13	81
16	3	3	3	3	12	75
17	3	3	3	4	13	81
18	3	3	3	3	12	75
19	4	2	3	2	11	69
20	4	4	2	3	13	81
Total						1.521

Based on the test results presented in table two above, it can be seen that there is a very significant change from the initial test results to the final test results. This change is caused by the implementation of TBLT during the student learning process. Previous learning that was not too focused on students, after being implemented TBLT made students the main focus in learning, besides that, student activity was very visible starting from participating in giving ideas to friends, correcting and giving suggestions from classmates' writings/ideas to producing essays which is good compared to the previous meetings. The results of the post-test showed that there were three students who got the highest score based on the writing assessment guide, namely 88, while there were two students who got the lowest score, namely 69.

Table 3. Recapitulation of mean (pre-test and post-test)

Test	Total Score	Mean
Pre-Test (T ¹)	1.241	62
Post-Test (T ²)	1.521	76

Based on the results of the recapitulation of the mean of each test, it can be seen that significant changes occurred due to the application of the TLBT method. This significant change can be seen from each of the total scores of the pre-test which is 1,241 (with a total of 20 students) and the post-test increases to 1,521 (total of 20 students), with the final recapitulation of the mean score of each test which is 62 for the pre-test and 76 for post-test. Thus, it can be said that the application of the TBLT method has a very significant influence on the process and student learning outcomes.

DISCUSSION AND CONCLUSION

The presence of the COVID-19 pandemic since the beginning of 2020 which is categorized as a global pandemic has a major impact on the world's life order, including the field of education (Stevens et al., 2021). Various case records and records of positive confirmed patients appear in countries around the world, as well as in Indonesia. Until now, Indonesia has agreed to say that the pandemic is not over, although nationally the number of confirmed population declines. As positive confirmed cases began to decline, the government rolled out a face-to-face learning policy during the new normal period in the on-going semester of the 2024/2025 school year.

In the midst of the uncomfortable situation and conditions during this pandemic period, another new problem emerged that threatens students, namely the existence of learning loss or losing the opportunity to acquire knowledge and skills. This happened during the research process, based on the researcher's

observations during the research process, when students were asked to express what they had learned during online learning for approximately two years and none of the students in the class gave their responses (Batubara, 2021). Online learning which is carried out for approximately two years makes it difficult for students to gain knowledge due to the obstacles they often experience, such as the internet network, the problem of not having a phone, problems with learning methods that teachers apply during teaching, and interference from the environment around students that makes students experience a learning loss phenomenon.

The policy taken by the government to avoid learning loss at this time is to hold face-to-face learning during this new normal period (Liando et al., 2021) and (Stevens et al., 2021). This face-to-face learning requires schools to be able to carry out face-to-face learning processes but must carry out several kinds of provisions according to government recommendations such as carrying out health protocols by maintaining distance, using masks, washing hands regularly and implementing clean living habits while in the school environment. However, in reality learning loss has occurred in this school and experienced by several students. This makes teachers have to work harder in teaching, produce interesting and motivating learning, use appropriate methods in teaching to regenerate student interest in learning, and what is even more difficult is to make students active in learning.

Writing is not an easy thing for students, specifically to write a descriptive with good writing standards. Students feel writing descriptive text is a difficult task conducted. This is because in writing descriptive text not only express ideas, feelings, and emotions through a graphical symbol system but also a way develop concepts into graphic symbols exact of spoken language. From this research, the researchers notice that the students in the class faced problems in a writing activities. This appears in early research by checking the writing of students, where students' writing results are still relatively low, this can be seen evident in the results of the pre-test test of the study. Overall, the results of students' writing show that students face difficulties in the four categories of good writing assessment.

Students tend to translate word for word from their first language into English. From the results of writing descriptive text, students do not understand the structure of the text and the writing also does not have conjunctions. With regard to the use of grammar, there are Many grammatical structures are wrong in their writing such as the use of simple past tense, active verbs, adjectives and adverbs. The students' writing descriptive text results also showed a number of inappropriate vocabularies. Some students use less effective vocabulary selection because they only translate from their first language into English. They often use inappropriate vocabulary. Also, in terms of the writing mechanism, almost all students using incorrect spelling, punctuation, and capitalization. Especially they write with wrong spelling, they write English Spelling with their first language. This is in line with (Manik et al., 2022; Kristiana et al., 2021; Amelia & Prystiananta,

2020; Dwi, 2019; Yoandita, 2019) which claimed that writing is a less interesting task because it involves knowledge of grammar as well as the principles of constructing sentences from the target language so as to produce good text.

Thus, from the many factors that make students' writing results, especially writing descriptive texts low, teaching strategies are also considered as very important because teaching writing requires implementation of a particular approach that involves a number of stages so as to guide the students in producing good descriptive writing. Researchers consider the use of Strategy of Task-Based Language Teaching, Task-Based Language Teaching (TBLT) as a suitable approach to develop students' skills in producing good descriptive text writing. As claimed by Kim & Kang, (2022) the real purpose of the assignment is not that the learners are successful in the results but that they should use the language in a way that promotes language learning itself.

In the teaching and learning process that applies the task-based learning design, the researchers assigns tasks in the form of learning activities to write in the target language. These tasks are oriented towards the goal to be achieved, namely the goal of being able to write descriptive text well. In other words, their attention is more focused on understanding and conveying meaning so that the given tasks can be carried out successfully marked by the learner's ability to use the language learned to be able to write well. In its application, the researcher applied task-based-language teaching with: The task-based learning method applied in the teaching and learning process in English subjects includes listings, making listing, ordering and sorting, comparison, problem solving, and creative tasks. Based on the initial reflection, this classroom action research was carried out with the procedures (1) planning, (2) implementing action, (3) observation, and (4) reflection in each cycle.

In learning activities, students who have a high interest tend to be more active, but there are also students who are not interested and tend to depend on their group members or on other group members, this is support the findings from (Liu et al., 2018), (Kaharuddin et al., 2022), (Amjad, Ayyaz, & Tahir, 2021) and (Hakim, 2020). Before the lecture activities begin, the researchers prepared the tools and media that will be used and provides an explanation of the material that will be studied. At the beginning of the lesson, the researchers gave apperception and then raised the problem of the apperception. This is done to attract students' attention. The problems that exist are then solved by students through working on the tasks given by the researchers.

The use of task-based learning methods in teaching English subjects, especially writing descriptive text, can reduce student passivity and will be able to spur increased student participation in meaningful learning activities, it is because Nowroozzadeh et al., (2022) and (Kaharuddin et al., 2022) mentioned that Effective and meaningful learning activities can only take place if a relationship can be built between new concepts and concepts formed in students' cognitive structures. It also increases students' attention to involve themselves in learning activities. Learning

activities using the task-based learning method increase the reinforcement received by students, in addition, this study have a similar findings with (Hakim, 2020) and (Chua & Lin, 2020) that learning using the task-based learning method increases student involvement and can increase student learning motivation. Learning to write descriptive text in English using the task-based learning method will support the realization of an effective and efficient learning system so that learning achievement will increase. By giving assignments, students will find it easy to write texts in English and the techniques they have mastered are not easy to forget. With the mastery of techniques for compiling narrative texts in English that are good for students and with the convenience of students in learning, students' learning achievement in writing descriptive texts much better.

However, (Bhandari, 2020) and (Nhem, 2020) suggest that to avoid mistakes in understanding the techniques of writing narrative texts in English, students are required to know for sure whether their friends' answers are right or wrong. Situations like this can immediately lead to discussions (questions and answers) between lecturers and students, so that student involvement in descriptive text learning activities, especially writing increases, and the occurrence of two-way communication means reducing student passivity and can increase student learning motivation. In addition, by using the task-based learning method through the interactive activities between teachers and students, there was an increase in the students' ability to write descriptive text. This increase in achievement is indicated by the average post-test score of 76 from the pre-test which is 62.

During the implementation of this research, initially it was very difficult for researchers to make students more dominant in learning because students tended to be unwilling to express their opinions/ideas, this was because during teaching learning activities the materials and methods that the teacher used were ineffective, as well as another problems, other things that interfere with the learning process of students, this causes students to become disabled in learning. In addition, in the research process, researchers encountered several obstacles during the first to second meetings, where during the learning process students' interest in learning was minimal, students' knowledge limited in giving ideas, using cell-phones more often during learning, and participation during learning was also very minimal.

From these obstacles, the researchers apply TBLT (Task-based language teaching) to focus on one aspect of the student's language, namely the writing aspect. After the implementation of this TBLT, the data obtained from the results of the study showed that the abilities possessed by students were different before being given treatment based on the results of the Pre-Test and each tended to be below the maximum completeness standard of 70. Succeeded in encouraging students' interest in learning and activeness during learning. After the experimental activities were carried out or after the treatment gave the results that there was a significant change from the application of the TBLT method in learning to write descriptive text in English learning in class VIII, where the mean score of each

student increased, from the pre-test with a mean of 62 to 76 for post-test. Thus, it can be seen that there is a positive influence from the application of the TBLT method in learning to write descriptive text in learning English in class VII.

The results of the study prove that the TBLT method can improve students' descriptive text writing skills. The improvement in writing descriptive text skills can be seen from the comparison of the average pre-test and post-test scores. This is due to the intensive learning about writing descriptive text given through TBLT activities. Kim & Kang, (2022) stated that task-based teaching in language teaching is at the heart of communicative language teaching. Task-based teaching and learning make an important distinction between target tasks, students must accomplish outside the classroom, and pedagogical tasks, which are the core of classroom activities. The results also show that the application of Task Based Language Teaching (TBLT) can increase student active participation, student learning interactions run quite well because students begin to understand what to do, this in line with the findings of (Kaharuddin et al., 2022), (Kafipour et al., 2018), (Nowroozzadeh et al., 2022), (Liu et al., 2018), (Hakim, 2020), (Wongwichai & Tachom, 2021) and (Chua & Lin, 2020). Students begin to evaluate their writing based on input from their friends and the researchers encourage students to improve their writing before submitting it to the researchers for input.

Based on observations, learning with the TBLT method has been going well, as well as collaboration between students. All students communicate in tasks, raise their hands to provide ideas or comments in discussions and submit assignments on time. This is in accordance with the opinion of (Kristiana et al., 2021), (Milarisa, 2019) and (Nowroozzadeh et al., 2022) that the task of language-based teaching is generally characterized by developments in a communicative approach. It takes assignments defined in various ways as a central element in syllabus design and teaching. In other words, language-based teaching tasks are defined in terms of learning tasks, so the focus is on the process rather than the product.

The results of this study indicate that the TBLL learning strategy is effective in improving students' writing skills, this is also supported by previous research conducted by (Sholeh & Talebinejad, 2022) and (Amjad et al., 2021). The findings of this study indicate that the use of task-based learning methods can improve students' writing skills. This improvement can be seen in the students' understanding and mastery of the material which is better than before. This is evidenced by the increase in the average score obtained by students based on the results of the post-test. In addition, this study also supports research from (Hakim, 2020), (Chua & Lin, 2020), (Kristiana et al., 2021) and (Shaby & Joy, 2022) which stated that there is also an increase in the learning process of Writing Skills which is marked by a decrease in student passivity and an increase in student participation in meaningful learning activities. In addition, research conducted by (Bhandari, 2020) and (Hakim, 2020) which showed that this strategy is effective in making students active during the learning process.

Based on the results of research with the application of the TBLT method in learning to write descriptive text in class VIII English learning that has been described previously, it can be concluded that there is a significant influence and change in the process and student learning outcomes due to the application of the Task Based Language Teaching method in learning to write descriptive text at English learning. Based on the results of the Pre Test, it is known that students' abilities are different but still do not meet the maximum passing standard, then TBLT is applied to improve students' abilities. Based on the results of the pre-test and post-test mean differences, it shows that there is a significant difference between the pre-test and post-test averages. Thus there is a change in the value of learning outcomes between before being treated and after being given treatment. This means that there is a very significant change in students' abilities, especially writing with the application of the Task Based Language Teaching to write descriptive text in learning English in class VIII.

Implementation of the Task Based Language Teaching method helps students in writing descriptive texts. The Task Based Language Teaching approach gives students the opportunity to produce writing cooperatively and independently through the writing process. In addition, the writing process gives opportunity for students to do prewriting, drafting, revising and editing their written designs in write good writing in terms of content, organization, vocabulary, grammar and mechanics. However, considering also the situation of students at the time of the study, it is hoped that further researchers or readers can examine more deeply about the learning losses found in this study or can use the results of the research as a starting point for learning problems during the new normal.

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