

# **An Analysis of Task-Based Language Teaching (TBLT) Approach Used by The Teacher in Writing Skill at Bina Cita Mandiri (BCM) Course & Counseling**

**Risfa Nur Aisyah<sup>1</sup>, Natalina Asi<sup>2</sup>, Ristati<sup>3</sup>**

University of Palangka Raya, Indonesia

<sup>1</sup> risfanuraisyah321@gmail.com, <sup>2</sup> natalina@edu.upr.ac.id, <sup>3</sup> ristati@edu.upr.ac.id

## **Abstract**

Task-based language teaching (TBLT) is a communicative approach that views language as a tool for communication. Learners acquire language by completing meaningful, well-structured tasks. The research aimed to examine how the teacher at BCM Course & Counseling applies the TBLT approach to teaching writing and the challenges faced in using this method. The researcher used descriptive qualitative method. Three instruments were utilized observation, interview, and documentation for collecting the data. The subject was the English teacher at 5th Grade in BCM Course & Counseling, Palangka Raya. The researcher obtained the teacher at Bina Cita Mandiri (BCM) Course & Counseling utilizes the TBLT approach by integrating a series of well-designed tasks into the English writing curriculum, which align with real-world activities. Tasks such as arranging sentences, translating words, and filling in blanks worksheets task from online resources like iSL Collective and Live Worksheet. Group discussions form a core part of the TBLT approach at BCM. Students are divided into small groups, and each group works collaboratively on the assigned writing tasks. The problems that the researcher found while observing and interviewing the teachers. There were students' cognitive abilities, difference in curricula, student attendance, motivation, and limited practice opportunities.

**Keywords:** TBLT; Writing Skill; Young Learners

## **INTRODUCTION**

The development of writing skills is a vital component of language acquisition in young learners. Writing not only serves as a tool for communication but also plays a key role in promoting critical thinking, analytical skills, and self-expression in children. According to Piaget, as cited in Cameron (2001:2) and Muthmainnah et al. (2019), children are active learners, and Piaget's theory of cognitive development divides children's thinking into four stages: (1) sensorimotor intelligence, (2) preoperational thinking, (3) concrete operational thinking, and (4) formal operational thinking. Because young learners' abstract thinking is still developing, it's ineffective to rely solely on theoretical grammar explanations when teaching writing. Weaknesses in English language skills often arise when teaching methods and classroom environments fail to provide adequate support (Alkhasawneh, 2010). This highlights the critical role of teachers in exploring effective writing strategies to support their students. At a young age, children are highly imaginative and enthusiastic learners, but they can easily become bored with monotonous tasks. Therefore, teachers must be creative and use engaging methods to make learning English enjoyable. Teachers with strong competencies in teaching young learners can design effective materials and recommend appropriate approaches, methods, and techniques (Cahyati et al., 2019).

Teaching writing is often viewed as a complex task because it requires balancing theory with practice. Teachers must master creative, interactive teaching strategies to create a positive learning environment for young learners. Writing offers many benefits for young students, such

as enhancing their understanding and helping them organize experiences into well-structured sentences. Sayar (2019) stresses the importance of considering fun tools, the learners' language proficiency, the connection to daily routines, and the simplicity of materials used in writing lessons. Additionally, a student-centered approach is considered a key strategy in writing instruction, as it encourages greater creativity and adaptability among young learners.

The main focus of this paper is on strategies for teaching writing to young learners, including motivation techniques, fun activities, and fostering autonomous learning. The aim is to provide insights that help teachers become more adaptive and innovative in their writing instruction. It is important to challenge the common belief that writing is a difficult subject for young learners, who are typically between the ages of 6 and 12. Teachers must consider the appropriate strategies to help young learners develop their writing skills.

The research aims to identify strategies for teaching writing, such as understanding students' characteristics, creating enjoyable methods to engage students in writing, and using peer feedback to encourage autonomous learning. These strategies are intended to help teachers improve students' interest in writing. Teaching writing to young learners can be challenging, so it's crucial for teachers to adopt the right methods to stimulate students' enthusiasm.

To address writing difficulties, teachers might consider implementing Task-based Language Teaching (TBLT), a method known for improving students' writing skills across various levels. According to Hermayati (2017), TBLT, developed in the 20th century and later revived as a widely used method, focuses on the development of critical skills necessary to complete tasks and solve problems. TBLT aims to boost learners' confidence and motivation by engaging them in tasks that require problem-solving and thought processes, which teachers can guide and monitor. This method has been shown to be effective in enhancing writing skills and promotes vocabulary acquisition through task-oriented learning (Indriani, 2017).

There are several research gaps related to this research about Task-Based Language Teaching (TBLT) and writing skills. Kovaříková's (2016) thesis focuses on primary school students' writing skills but does not explore TBLT, leaving a gap in understanding how TBLT can enhance writing at this level. Carless's (2013) study examines TBLT challenges in Hong Kong's young EFL classrooms but does not specifically address writing skills. Meanwhile, Hazaroh's (2017) research on TBLT at the senior high school level shows its positive impact on writing but uses both quantitative and qualitative methods. This creates a gap in exploring TBLT's impact on young learners' writing in primary schools using qualitative methods. Thus, a study addressing these gaps could provide valuable insights into applying TBLT to improve writing skills in young learners across diverse contexts.

In the preliminary research, the researcher completed pre-observation, which entailed gathering preliminary data from Annisa Rahman, S.Pd (2023), an English teacher at Bina Cita Mandiri (BCM) Course & Counseling in Palangka Raya, Central Kalimantan. The data that researcher collected from Mam Anisa: Students come from various backgrounds, some are used to English lessons at school, and some do not have English lessons at school. So, it was the first time for them to learn English. BCM Course & Counseling, the program is in the form of tutoring and seeks to help students to further understand the existing learning at school or even those that have not been obtained at school and teach earlier several levels of learning material at school. BCM Course applies task-based learning or TBLT to help students especially in improving their writing skills. It is successfully applied to their students as evidenced by the students' good English grades both in tutoring and in their respective schools. This prompted the researcher's curiosity, especially applying TBLT for young learners, even some students have never learned English at school.

Therefore, the researcher conducted research entitled **“An Analysis of Task-Based Language Teaching (TBLT) Approach Used by The Teacher in Writing Skill at Bina Cita Mandiri (BCM) Course & Counseling”** to find out how does teacher apply Task-Based Language

Teaching (TBLT) approach in teaching writing skill and also to knowing the obstacles occurred. This research is expected to be useful for all readers, especially for teachers, students, schools or course institution both theoretically and practically.

## **METHOD**

The researcher used descriptive qualitative methods in this study. The study is conducted at BCM Course and Counseling, on Sapan 1 A Street No. 136, Palangka Raya, Central Kalimantan. The subject in this study is an English teacher who teaches in BCM Course & Counseling at 5th Grade which use Task-Based Language Teaching (TBLT) strategies for enhancing writing skill for young learners. Data gathering processes in qualitative research encompass four main types: observation, interviews, and documents (Creswell, 2016). In collecting data, researcher used three techniques there are observation, interview, and documentation. In this research Research, the data used an observation checklist and an interview. In this research, the research validity and the reliability of the data has figure out using four procedures there are credibility, transferability, dependability, and confirmability.

## **RESULTS AND DISCUSSION**

### **Results**

The Task-Based Language Teaching (TBLT) approach at Bina Cita Mandiri (BCM) Course & Counseling effectively integrates meaningful, real-world tasks into language learning, focusing particularly on enhancing students' writing skills. As discussed in the teacher's interview, students engage in a variety of writing tasks—such as completing sentences, arranging words, and creative writing—supported by digital tools like TVs and worksheets from educational websites (e.g., iSL Collective, Live Worksheet). This approach, aligned with the Merdeka Curriculum, allows students to be proactive in their learning, preparing them ahead of their school material while fostering independence. The emphasis on task completion rather than rote grammar instruction encourages a more dynamic and communicative form of language learning (Bhandari, 2020).

### **Technology and Task-Based Learning**

A notable aspect of TBLT at BCM is the incorporation of technology, which enhances student engagement. The teacher at BCM utilizes digital tools like interactive worksheets and TV displays to present tasks, providing students with opportunities to work on language tasks both individually and in groups. Beccia (2022) highlights the positive impact of such digital resources on young learners, suggesting that technology can bridge gaps in understanding and increase student motivation. This technological integration allows students to engage with content more interactively, fostering skills not only in language acquisition but also in digital literacy, which is vital in modern education.

### **Group Discussions and Collaborative Learning**

Group work plays a central role in BCM's TBLT approach, as students are regularly divided into pairs or small groups to discuss tasks, analyze materials, and present their findings. This collaborative learning method is supported by Belda (2021), who notes that TBLT thrives when students engage in multimodal interactions, such as group discussions, that encourage communication and negotiation of meaning. By working together, students develop their language skills in a social context, practicing speaking, listening, and critical thinking in the target language. This peer-to-peer interaction allows students to refine their ideas, challenge each other's perspectives, and gain a deeper understanding of the material.

### **Critical Thinking and Writing Skills Development**

The tasks given at BCM are designed not only to improve students' writing mechanics but also to develop their critical thinking and organizational skills. Barokah (2018) emphasizes that TBLT, when paired with critical thinking exercises, enhances students' ability to structure and argue their ideas effectively. At BCM, students engage in tasks like comparing, sorting, and writing opinions, which help them apply language structures in meaningful ways. These tasks are scaffolded to meet students at their cognitive level, ensuring that as they progress, they become more capable of handling complex writing tasks, such as argumentative essays. The structured nature of TBLT ensures that students are gradually building both their writing fluency and their ability to think critically about content and structure.

### **Vocabulary and Pronunciation Improvement**

Through the consistent use of TBLT, BCM students show significant improvement in their English vocabulary, writing accuracy, and pronunciation. The teacher encourages students to not only learn new words but also practice writing and pronouncing them correctly. This aligns with Bulqiyah et al. (2021), who note that incorporating speaking tasks into language learning helps students become more aware of their pronunciation. The TBLT approach at BCM ensures that students have multiple opportunities to apply new vocabulary in both written and spoken forms, which aids retention and supports the development of fluency in English.

### **Reflection and Feedback in TBLT**

Finally, the importance of feedback and reflection in the TBLT approach cannot be overstated. After each learning session, students engage in reflection, reviewing their progress and receiving feedback on their performance. Barokah (2018) suggests that regular reflection helps students become more aware of their strengths and areas for improvement, leading to continuous growth. The reflective practice at BCM ensures that students not only complete tasks but also internalize the lessons, which enhances their overall language proficiency. By combining task-based activities with reflective learning, BCM provides a comprehensive learning experience that supports both cognitive and emotional development in students.

## **Discussion**

### **The Way the Teacher at BCM Course & Counseling Apply The Task-Based Language Teaching (TBLT) Approach in Teaching Writing Skills**

The teacher at Bina Cita Mandiri (BCM) Course & Counseling utilizes the Task-Based Language Teaching (TBLT) approach by integrating a series of well-designed tasks into the English writing curriculum, which align with real-world activities. Tasks such as arranging sentences, translating words, and filling in blanks from visual prompts are utilized to enhance the students' writing skills. The implementation of these tasks is supported by digital tools such as TVs and worksheets from online resources like iSL Collective and Live Worksheet. These activities help students to build vocabulary, develop sentence structure, and improve overall writing competence (Barokah, 2018).

In line with TBLT principles, the teacher emphasizes active learning and student engagement. Before starting each session, the teacher initiates a brainstorming activity where students are encouraged to reflect on previous lessons and express their prior knowledge related to the topic. This approach fosters a collaborative learning environment where students are more engaged and interactive. This aligns with the concept of task-based learning where tasks mirror communicative activities that students might encounter in their real lives (Bhandari, 2020).

Group discussions form a core part of the TBLT approach at BCM. Students are divided into small groups, and each group works collaboratively on the assigned writing tasks. The teacher provides minimal intervention during these discussions, allowing students to negotiate meaning and solve problems on their own. This promotes autonomy and critical thinking in language

learning, encouraging students to become more self-reliant in their learning process (Beccia, 2022).

The teacher also tailors the writing tasks to meet the needs of young learners, focusing on copying, guided writing, and creative tasks. The use of visual aids such as images and diagrams further supports students' comprehension and creativity during these tasks. This multimodal approach has been shown to enhance student engagement and communicative competence, especially in younger learners who benefit from a variety of input types (Belda, 2021).

At the end of each session, the teacher conducts feedback, evaluation, and reflection activities. These activities are designed to assess student learning outcomes and provide students with opportunities to reflect on their progress. By engaging students in this reflective practice, the teacher helps them develop metacognitive skills that contribute to long-term writing improvement (Bulqiyah et al., 2021).

### **The Obstacles are Encountered in Teaching English Writing using the Task-Based Language Teaching (TBLT) Method**

One of the primary obstacles encountered in the implementation of TBLT at BCM Course & Counseling is the diversity of students' cognitive abilities. Some students grasp the material quickly, while others require more time and attention. This creates challenges for the teacher in ensuring that all students are adequately supported during the writing tasks. Differentiated instruction is often necessary, but it can be difficult to manage within a task-based framework where students are expected to complete similar tasks at the same time (Barokah, 2018).

Another significant challenge is the difference in curricula between BCM and the students' regular schools. While BCM follows the Merdeka Curriculum, some students come from schools that use the K13 Curriculum. This creates a mismatch in learning expectations and content, particularly when assigning writing tasks that align with different curricular standards. The teachers must frequently adjust the tasks to accommodate these differences, which can be time-consuming and impact the overall flow of the TBLT activities (Bhandari, 2020).

Irregular student attendance is a notable challenge in the application of Task-Based Language Teaching (TBLT). In the context of BCM, which operates on a pay-per-session basis, students may not attend classes regularly. This inconsistency disrupts the continuity of the TBLT approach, which relies on the progressive nature of tasks to build on students' skills. TBLT emphasizes the importance of completing a sequence of tasks, where each task is designed to enhance students' language abilities incrementally.

The findings of Stefhany, Usadiati, and Misrita (2021) provide additional context to the implications of irregular attendance in educational settings. Their research on teachers' perceptions of teaching English in the digital age to young learners in Palangka Raya underscores that a stable attendance pattern is crucial for effective learning. They emphasize that consistent participation is necessary for students to engage with the material thoroughly, especially when employing innovative teaching methodologies that rely on cumulative knowledge.

In TBLT, each task builds on the previous one, creating a scaffolded learning experience. Irregular attendance prevents students from engaging in this developmental process, which can lead to gaps in their understanding and skills. Consequently, teachers face challenges in assessing students' progress, as sporadic attendance makes it difficult to evaluate how well students are acquiring language skills through task-based activities.

Moreover, Stefhany et al. (2021) argue that the integration of digital tools in language instruction can be hindered by inconsistent attendance. Digital resources often require ongoing engagement and practice to be effective. Without regular attendance, students miss out on valuable opportunities to interact with these resources, ultimately limiting their language acquisition and mastery.

Therefore, the challenges of irregular attendance in TBLT contexts, as highlighted by BCM's pay-per-session model, underscore the need for strategies that promote consistent participation. As Stefhany et al. (2021) suggest, a stable learning environment is essential for maximizing the benefits of both traditional and innovative teaching practices. Addressing attendance issues is vital for enhancing the effectiveness of TBLT and ensuring that students receive a comprehensive language education. Without regular participation, students may miss key components of the writing process, limiting their ability to fully benefit from the task-based activities (Beccia, 2022).

Motivation is another critical issue in TBLT implementation. Some students are intrinsically motivated to learn, while others attend classes due to external pressures from their parents. This variation in motivation levels affects the students' engagement in writing tasks, as those with lower motivation may struggle to complete the tasks or participate actively in group discussions. The teacher must work to identify and address these motivational differences to ensure that all students are equally involved in the learning process (Belda, 2021).

Finally, the limited practice opportunities outside of the classroom pose an obstacle to students' writing development. Since English is often only studied during school hours and at BCM, students have few opportunities to apply their writing skills in other contexts. This lack of regular practice makes it harder for students to retain and improve their writing abilities over time. The teacher attempts to mitigate this by designing tasks that are closely related to students' real-life experiences, but the challenge of limited exposure to English remains a significant hurdle (Bulqiyah et al., 2021)

## CONCLUSION

In conclusion, while the Task-Based Language Teaching (TBLT) approach at Bina Cita Mandiri (BCM) Course & Counseling proves effective in improving students' writing skills through meaningful tasks, collaboration, and reflection, it faces several challenges. These include the diverse cognitive abilities of students, the mismatch between the Merdeka Curriculum and the K13 Curriculum, irregular student attendance, and limited opportunities for practice outside the classroom. Despite these obstacles, the TBLT method remains a valuable tool for fostering writing competence, though overcoming these challenges would enhance its overall effectiveness and help students achieve more consistent progress.

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