

# Enhancing Student Writing through Task-Based Language Teaching: A Case Study at SMAN 4 Blitar

Anggun Nurafni Oktavia 1<sup>(1)</sup>, Supriyono 2<sup>(2)</sup>, Yusniarsi Primasari 3<sup>(3)</sup> Adin Fauzi 4<sup>(4)</sup>

<sup>1234</sup>Universitas Islam Balitar Blitar, Indonesia

Email: <sup>1</sup>[anggunbieber06@gmail.com](mailto:anggunbieber06@gmail.com), <sup>2</sup>[yonsupriyono@gmail.com](mailto:yonsupriyono@gmail.com),  
<sup>3</sup>[primasariyusniarsi@gmail.com](mailto:primasariyusniarsi@gmail.com), <sup>4</sup>[adinfauzi2693@gmail.com](mailto:adinfauzi2693@gmail.com)

**Abstra:** This study discloses the phenomena of the Task-Based Language Teaching (TBLT) technique to teach writing to 10th-grade students at SMAN 4 Blitar. The context of this study is based on students' lack of enthusiasm and motivation to write in English, caused by a lack of literacy, poor writing habits, and inappropriate use of technology. These challenges hinder students' progress in mastering writing skills, which are essential for academic success and effective communication in English. Addressing these issues is crucial for improving students' overall language proficiency and their ability to express ideas effectively. This study aims to

describe how TBLT is applied in teaching writing, assess its success in enhancing students' writing abilities, and propose steps to further improve teaching strategies. A descriptive qualitative method was adopted, utilizing a comprehensive single-case study design to provide an in-depth exploration of TBLT implementation. Data were gathered via in-depth interviews, classroom observations, and document analysis, offering a thorough understanding of the teaching-learning process. The data were thematically evaluated using Miles and Huberman's method, which involved systematic processes such as data reduction, data presentation, and conclusion drawing. The results indicate that TBLT significantly improves students' participation, comprehension, and writing skills through collaborative tasks and continuous feedback. The ongoing evaluation allows teachers to tailor teaching strategies to individual students' needs, fostering an engaging and interactive learning environment. Thus, TBLT proves to be an effective method for addressing writing challenges. This study provides a model for future instructional practices and further research in similar educational contexts.

---

## Tersedia Online di

[http://journal.unublitar.ac.id/pendidikan/index.php/Riset\\_Konseptual](http://journal.unublitar.ac.id/pendidikan/index.php/Riset_Konseptual)

---

## Sejarah Artikel

Diterima pada : 01-12-2024

Disetujui pada : 20-12-2024

Dipublikasikan pada : 08-01-2025

---

## Kata Kunci:

*Student writing, language teaching, a case study*

---

## DOI:

[http://doi.org/10.28926/riset\\_konseptual.v9i1.1088](http://doi.org/10.28926/riset_konseptual.v9i1.1088)

---

## INTRODUCTION

English has become an important global language, essential to learn in many countries, and vital in various professional fields. Globalization reinforces its position as the dominant language for international business and modern communication (Handayani, 2016). In Indonesia, English has become a core educational subject to adapt to global advancements in science and technology, under Law Number 20 of 2000 Article 33 Paragraph 3. This education aims to develop student's communication skills and deepen their knowledge of the language and culture.

In the current Independent Curriculum, English learning emphasizes six core skills: listening, speaking, reading, viewing, writing, and presenting texts. The approach is student-centered, with instruction tailored to individual needs and supported by technological tools. According to Jack C. Richards (2006), the fundamental skills of English are listening, speaking, reading, and writing, all of which are essential for language development. In addition, Swary (2014) revealed that frequent use of writing in foreign language classrooms connects various aspects of language learning, facilitating the integration of language components. In Indonesia, despite efforts by teachers to adapt teaching materials to students' needs and interests, they continue to face challenges such as students' difficulty in using English in daily life, the use of less engaging teaching methods, and a lack of motivation. Richards (2001) emphasizes the

importance of a curriculum that is both relevant and responsive to students' needs and contexts.

According to Indriani (2017), second language learners are expected to produce cohesive writing with rhetorical and discourse strategies. However, writing remains a significant challenge for students in Indonesia. Putu et al. (2017) identified eight major difficulties in writing, including determining topics, themes, creating and developing outlines, organizing storylines, determining conflicts, and writing effective sentences and paragraphs. These difficulties are also evident when students are asked to write academic papers in English, where they often make grammatical errors and do not meet good academic writing standards (Mustakim & Ismail, 2017).

Based on research at SMAN 4 Blitar, tenth-grade students face challenges in writing education, primarily due to low interest and motivation. This is caused by a lack of literacy, minimal writing habits, misuse of technology, copy-pasting habits, and the perception that writing in English is difficult. These issues affect students' ability to understand texts, determine ideas, choose topics, organize storylines, express ideas, and master grammar. As revealed in an interview with a tenth-grade student from SMAN 4 Blitar named Ramadhani on May 20, 2024, who expressed that

"The problems in learning are mostly related to students' interest. Some understand, some do not, and this is often due to a lack of interest in learning. Many students still struggle with generating ideas and feel confused." (INT02, Ramadhani, May 20, 2024, 12:00-12:30 p.m.)

This interview result is also confirmed by Mr. Andreas, the English teacher for grade X, who stated that the issues arise from students being lazy and lacking motivation due to the development of technology and AI. He stated:

"Students often struggle with writing due to issues with ideas and grammar. Ironically, technology makes them lazy and less motivated to learn independently, often using Google Translate or copying from the internet. Even though I have warned them, the use of AI, which is difficult to trace, can be a hindrance. I can sense a difference when their writing suddenly improves significantly, indicating that they may not have done it themselves." (INT01, Mr. Andreas M. Pd, May 20, 2024, 09:00-10:00 a.m.)

Previous research has shown that teaching methods impact students' writing skills. The Make-A-Match technique effectively improved writing skills at SMPN 2 Bumiayu (Anwar, 2023), while the clustering technique was successful at SMP AL-HASRA Bojongsari-Depok (Fajriyani, 2011). The Task-Based Language Teaching (TBLT) approach at SMA Negeri 08 Mukomuko also enhanced writing skills and received positive feedback from students. According to Wendimu and Gebremariam (2024), collaboration between teachers and students through guided writing instruction is crucial for helping students who face difficulties in writing and have low motivation. Their research demonstrates that guided writing instruction is effective in improving both writing skills and motivation. At SMAN 4 Blitar, Mr. Andreas M. Pd implements the Task-Based Language Teaching (TBLT) method, which involves contextual and relevant writing tasks related to students' daily lives, in accordance with the student-centered Independent Curriculum.

To increase motivation and interest in writing in grade X at SMAN 4 Blitar, Mr. Andreas M. Pd uses the Task-Based Language Teaching (TBLT) method. This method aligns with the student-centered, task-based Independent Curriculum, designed to motivate and actively engage students in writing instruction. As Mr. Andreas stated on May 20, 2024:

"In writing lessons, we use the Task-Based Language Teaching (TBLT) method and projects to make students more active and engaged in real tasks. This method encourages creativity, but in today's technological era, many students prefer to cheat by using apps instead of brainstorming on their own. Moreover, the interest of SMAN 4 students in learning English tends to be low." (INT01, Mr. Andreas M. Pd, May 20, 2024, 09:00-10:00 a.m.)

According to Martin East (2021), Task-Based Language Teaching (TBLT) is a student-centered, experience-based approach to language learning, where students enhance their language proficiency through active participation in communicative tasks. Hermayati (2017) notes that although TBLT was once overlooked, it regained popularity as an effective approach in the 20th century. In writing instruction, TBLT involves relevant and meaningful writing tasks, allowing students to develop writing skills while using the language in real-life situations.

This research examines the implementation of the Task-Based Language Teaching (TBLT) method in teaching writing to tenth-grade students at SMAN 4 Blitar. The research problem is formulated as follows: How is TBLT implemented in teaching writing to tenth-grade students at SMAN 4 Blitar? This problem is discussed through four focal points: 1) How do teachers prepare for the use of TBLT in teaching writing?; 2) How do teachers implement TBLT in teaching writing?; 3) How do teachers evaluate the use of TBLT?; and 4) What follow-up actions do teachers take based on the evaluation of TBLT to improve students' writing skills?

This research aims to reveal the Task-Based Language Teaching (TBLT) model in teaching writing to tenth-grade students at SMAN 4 Blitar. It is expected that this research can serve as a reference for English teachers in applying and adapting the TBLT method according to students' needs, as well as enhancing their motivation and writing skills. Additionally, this research is hoped to be a resource for future researchers who wish to study and develop the TBLT approach in writing instruction.

The uniqueness of TBLT at SMAN 4 Blitar lies in its integration with technology within the student-centered, task-based Independent Curriculum. The approach incorporates real-world tasks relevant to students' daily lives. However, while technology offers innovative teaching opportunities, it also presents challenges, such as misuse of tools like Google Translate and AI for cheating. These dynamics make TBLT at SMAN 4 Blitar a unique case, warranting further investigation into its effectiveness in improving writing skills.

The findings of this study are expected to make a significant contribution to educational practitioners, English teachers, and other researchers in formulating more effective teaching strategies through the implementation of the TBLT method integrated with technology and innovative learning. This approach is expected to improve students' writing skills and give them an advantage in facing educational challenges in the digital era.

## METHOD

This study uses a descriptive qualitative approach to present the results of the data obtained, including the situations, uniqueness, and phenomena observed. According to Sugiyono (2018), qualitative research is based on post-positivism and interpretative philosophy, with the researcher serving as the primary instrument, collecting data through triangulation (interviews, observations, documentation) and analyzing it qualitatively to understand meanings and phenomena. The research design uses a holistic single case study, based on Yin's concept, where the case is divided into four focus units that are analyzed holistically. Yin (2014) explains that case study research is empirical research that investigates events in unclear settings, with the ability to link various types of data such as interviews, observations, and documents. Case studies are divided into three types: explanatory, exploratory, and descriptive. Supriyono, Hidayaturrahman, and Putra (2024) suggest that the single case study focuses on the disclosure of the phenomena and therefore will tend to in-depth description and proposition formulation.

This research was conducted at SMAN 4 Blitar, selected based on criteria such as good academic reputation, adequate facilities, and a strong commitment to quality education. The smooth conduct of the research was also supported by good cooperation between the school and the researcher. The selection of research subjects used purposive sampling to choose the primary informant, namely the tenth-grade



10th-grade students generally have a low interest in English and are less motivated to write independently. Misuse of technology is one factor influencing this, as stated by Mr. Andreas on May 20, 2024: "Generally, students' interest in writing tasks at SMAN 4 Blitar is low. In writing lessons, students often struggle to find ideas and express them due to grammatical issues. Ironically, technology makes them lazy and less motivated to learn independently. Many use Google Translate or copy-paste articles from the internet." (INT01, Ndre M. Pd, May 20, 2024, 09:00-10:00).

Another issue faced by students is difficulty in generating ideas and dealing with grammar due to a lack of practice in writing in English. Esa, a 10th-grade student, expressed, "Writing in English problems often stem from a lack of practice, difficulty in generating ideas, and difficulties with tenses." (INT04, Es, May 20, 2024, 12:00-12:30). The perception that English is a difficult subject also poses an obstacle, as admitted by Raisa, "The main issue is a lack of interest. I am not very interested in English because it is hard to understand as a foreign language." (INT05, Rsa, May 20, 2024, 12:00-12:30).

Although writing in English is considered difficult, assigning tasks and projects by the teacher through the Task-Based Language Teaching (TBLT) method can help address these challenges, especially through collaborative learning. Ramadhani, a 10th-grade student, stated, "Writing in English is quite difficult because we are not used to it. However, when given tasks or projects, it actually helps, especially if there are discussions. So, even though it feels difficult at first, this method makes the learning process more varied and enjoyable." (INT02, Dan, May 20, 2024, 12:00-12:30).

Based on the low interest and motivation of students, the teacher designs lesson plans using the TBLT method for writing lessons in the 10th grade, emphasizing projects and tasks that require student creativity and are related to real-life issues. Mr. Andreas explained, "At SMAN 4 Blitar, we use Task-Based Language Teaching (TBLT) and Project-Based Learning for writing lessons. The TBLT method is designed so that students are active and engaged with writing tasks relevant to everyday life." (INT01, Ndre M. Pd, May 20, 2024, 09:00-10:00).

The planning of writing lessons with the TBLT method helps improve students' understanding, as acknowledged by Esa, "We feel that the writing tasks designed by the teacher help us understand how to write well." (INT04, Es, May 20, 2024, 12:00-12:30). The preparation for writing lessons using TBLT includes several stages, starting from lesson plan preparation, teaching materials, to the use of various media. Mr. Andreas explained, "We prepare lesson plans based on modules and start with discussions to trigger students' ideas. The writing learning process includes determining topics, designing supporting tasks, providing examples, and giving constructive feedback." (INT01, Ndre M. Pd, May 20, 2024, 09:00-10:00).

In planning teaching media, the teacher uses both digital and traditional sources. Raisa explained that, "Sometimes we use dictionaries or online sources through links that are shared. In writing lessons, the teacher often uses dictionaries to help students understand word meanings and grammar." (INT05, Rsa, May 20, 2024, 12:00-12:30). Traditional media also supports learning, as stated by Risma, "Usually, we use books with scanner codes. After being scanned, these books can display videos or audio related to the material." (INT03, Ris, May 20, 2024, 12:00-12:30).

The teacher also prepares teaching materials in the form of textbooks and worksheets, as explained by Ramadhani, "Mr. Andreas also brings teaching materials such as textbooks and student worksheets, and often presents text examples that match the lesson content." (INT02, Dan, May 20, 2024, 12:00-12:30).

Lesson planning receives support and supervision from the principal through teacher training and intensive coordination. Mr. Ady Sucipto stated, "Our teachers have received special training to implement writing teaching methods through workshops and routine training sessions. We support the implementation of task-based learning in the classroom by helping monitor teachers in designing lesson plans." (INT06, Mr. Sript S. Pd, May 23, 2024, 10:00-11:00).

Non-participatory observation on May 20, 2024, showed that the teacher prepared lesson plans for 10th-grade material to be taught in class. The teacher prepared relevant teaching materials, designed tasks, and used additional learning resources such as e-dictionaries or web links. (Obs01, SMAN4, May 20, 2024, 10:40-12:00).

Documents used in lesson planning include Learning Objective Flow (ATP) and teaching modules that align with the independent curriculum. ATP targets students to write fictional and non-fictional text types through certain stages. (Doc01, ATP, SMAN 4 Blitar). Documentation also includes the design of teaching materials using websites for relevant story materials in writing lessons for 10th grade. (Doc03, Website, SMAN 4 Blitar).

**Table 1.** Check List Matrix of Preparation

No	Phenomenon
1.	Students have different levels of understanding and different interests
2.	Low and lack of student motivation to do writing independently.
3.	Misuse of developing technology by simply copying and pasting text or using AI in writing learning.
4.	Students have difficulty in determining ideas, grammar, and students' lack of understanding of English lessons is considered difficult.
5.	Teachers engage in professional development through workshops and supervision by the school principal.
6.	The teacher designs the preparation by using Task-Based Language Teaching (TBLT) in writing instruction through assignments, writing projects that hone student creativity and evaluation rubric.
7.	Teachers design learning plans (RPP/teaching modules) using task-based and project-based approaches that are aligned with ATP.
8.	Designing writing learning using TBLT improves students' understanding and activeness
9.	The teacher determines the trigger topic in writing learning which is adapted to the material.
10.	Teachers design student assignments in writing learning by including elements of collaboration in the assignments.
11.	Students' interest in writing increases with collaborative learning.
12.	The teacher prepares examples of texts related to writing learning
13.	The teacher prepares additional learning media in the form of an E-dictionary and material articles on digital media.
14.	The use of media provided by teachers improves the improvement of students' writing in writing lessons.

This table is adapted from Miles, Huberman, and Saldana (2023:143)

The planning of writing instruction using Task-Based Language Teaching (TBLT) in grade 10 at SMAN 4 Blitar involves several stages. Firstly, the teacher identifies differences in students' levels of understanding and interest in writing instruction. Secondly, they classify the problems students encounter in writing. Thirdly, teachers design preparations using TBLT. Fourthly, they develop task-based or project-based learning plans (RPP/teaching modules) that align with the Annual Teaching Plan (ATP). Fifthly, the teacher determines trigger topics in writing instruction that are adapted to the material. Sixthly, they design student assignments through group tasks and projects. Seventhly, they prepare examples of texts related to writing instruction. Eighthly, the teacher prepares additional learning media, including an e-dictionary and materials for writing articles. Lastly, the teacher designs the assessment rubric.

**2. Focus Unit 2: The Teacher Implementation of the Task-Based language teaching method in Writing Learning Process in 10<sup>th</sup> grade of SMAN 4 Blitar.**

The implementation of the "Cracked Stories" class at SMAN 4 Blitar uses the Task-Based Language Teaching (TBLT) method, where the teacher, Mr. Andreas, assigns writing tasks in groups. These groups consist of 2-6 students to encourage interaction and discussion. According to Mr. Andreas, "Project/task-based learning is usually done collaboratively, with groups of at least 2 to 6 students. In larger groups, the teacher can identify active and inactive students." (INT01, Mr. Ndre M. Pd, May 20, 2024, 09:00-10:00 a.m.).

The implementation of this writing instruction helps improve students' understanding, as stated by Ramadhani, "This method enhances understanding due to the interaction and information sharing among group members." (INT02, Dan, May 20, 2024, 12:00-12:30 p.m.). Risma also added that "We often work together in small groups to complete writing tasks, which helps us exchange ideas, learn from each other, and improve our writing skills through peer feedback." (INT03, Ris, May 20, 2024, 12:00-12:30 p.m.).

In the writing process, students are given a topic, a sample text, and are asked to create drafts, short paragraphs, and eventually a complete essay. Mr. Andreas explained, "The writing procedure starts with providing a topic and examples to the students. The process includes drafting, writing short paragraphs, and eventually completing a full essay." (INT01, Mr. Ndre M. Pd, May 20, 2024, 09:00-10:00 a.m.). These tasks are then presented in front of the class, where students receive feedback from the teacher.

During classroom observations on May 20, 2024, the lesson began with greetings, attendance checking, and the delivery of material using stories like "Malin Kundang" or "Snow White." Students discussed in groups for 15 minutes and composed a story based on text fragments within 60 minutes. Students then exchanged drafts to receive feedback before presenting their final drafts. (Obs01, SMAN4, May 20, 2024, 10:40 a.m. - 12:00 p.m.).

Seating arrangements were flexible according to the needs of the task. Ramadhani stated, "The seating arrangement is usually normal but adjusted when working in groups." (INT02, Dan, May 20, 2024, 12:00-12:30 p.m.). Risma added, "Sometimes we remain seated, but when working in groups, we sit with our group members. This helps us collaborate, share ideas, and makes learning more interactive and enjoyable." (INT03, Ris, May 20, 2024, 12:00-12:30 p.m.).

Documents such as the 10th-grade English textbook for the second semester were used as references in writing activities. This book helps students hone their writing skills (Dok04, 10th-Grade Book, SMAN 4 Blitar).

**Table 2.** Check List Matrix of Implementation

No	Phenomenon
1.	The writing procedure begins with providing triggers, topics and examples to students.
2.	Assignments given by teachers through writing assignments or projects to students in groups.
3.	The seating arrangement for students in project/assignment-based learning is adjusted to the assignment format (pairs and groups).
4.	Students are directed by the teacher to conduct discussions in class regarding text examples provided by the teacher.
5.	The process of implementing writing learning involves students drafting, creating short paragraphs, and continuing with writing a full essay.
6.	The teacher monitors while students prepare their writing draft.
7.	Students exchange drafts before presenting their writing results.
8.	Learning through group assignments given by the teacher helps students improve

their understanding and helps students to exchange their ideas to each other in writing learning.

This table is adapted from Miles, Huberman, and Saldana (2023:143)

**Table 3.** Role Order Matrix Implementation

No	Teacher	Students
1	The teacher gives students questions and trigger images related to the fractured story chapter material in the narrative text discussion	Students mention several narrative text titles and brief contents of the story
2	The teacher divides students into small groups	Students form small groups
3	The teacher provides examples of narrative texts and fracture stories to discuss	Students discuss the text in groups
4	The teacher instructs students to design their creative stories in groups by compiling a draft first	Students begin to determine the topic, title and compile their story drafts according to the teacher's instructions
5	The teacher monitors students during drafting	Students consult their writing drafts with the teacher
6	The teacher asks students to exchange their drafts with other students to give each other feedback	Students exchange their drafts and give each other their suggestions for other students.

This table is adapted from Miles, Huberman, and Saldana (2023:156)

The implementation of writing instruction through Task-Based Language Teaching (TBLT) in grade 10 at SMAN 4 Blitar follows a structured process. Firstly, the teacher activates students' prior knowledge related to the material. Secondly, students are divided into groups. Thirdly, within these groups, students discuss text examples provided by the teacher. Fourthly, assignments or projects are given, including topics and text examples. Fifthly, students draft short paragraphs, which will be developed into complete essays. Sixthly, the teacher monitors the drafts. Lastly, students exchange drafts before presenting their final written work.

### **3. Focus 3: The Evaluation of the use of Task-Based Language Teaching (TBLT) in the writing learning for 10<sup>th</sup> grade students at of SMAN 4 Blitar**

Evaluation through Task-Based Language Teaching (TBLT) in 10th-grade writing instruction at SMAN 4 Blitar is conducted both during and after the writing process. Teachers start the evaluation during class, providing direct feedback on students' drafts, and continue with comprehensive assessment, focusing on students' ability to connect tasks with real-life issues, critical thinking, and creativity. Mr. Andreas stated, "Evaluation is carried out both during the writing consultation process and after the final product is submitted" (INT01, Ndre M. Pd, 20 May 2024, 09:00-10:00 p.m.).

Students can consult with the teacher during the writing process, as Risma noted, "Evaluation begins during the writing process, where students can consult directly with the teacher and receive immediate explanations" (INT03, Ris, 20 May 2024, 12:00-12:30 p.m.). After tasks are submitted, common errors are explained to the entire class, as Ramadhani explained, "After tasks are collected, the teacher explains common errors to the entire class" (INT02, Dan, 20 May 2024, 12:00-12:30 p.m.).

Continuous evaluation allows the teacher to address students' weaknesses, as Raisa mentioned, "Mr. Andreas' evaluation process is gradual and continuous... he usually explains common mistakes in class" (INT05, Rsa, 20 May 2024, 12:00-12:30 p.m.). Assessment is based on time management, work quality, and student effort, as Mr. Andreas emphasized, "Assessment is based on achieving target time and quality of

work, as well as taking into account student characteristics and efforts" (INT01, Ndre M. Pd, 20 May 2024, 09:00-10:00 p.m.).

The principal, Mr. Script, confirmed that these evaluation methods have led to significant improvements in students' writing skills, such as idea organization, grammar, and creativity (INT06, Ady Sucipto S. Pd, 23 May 2024, 09:00-10:00 a.m.).

Classroom observations on May 20, 2024, showed that the teacher provided consultation time for students, corrected writing mistakes, and gave suggestions for improvement. Students then completed their drafts, presented them, and received feedback. The teacher assessed the drafts using rubrics and facilitated student reflection (Obs01, SMAN4, 20 May 2024, 10:40 a.m.-12:00 p.m.). Evaluation documents include class assessment rubrics and student worksheets, showing significant improvements in writing skills (Doc05, Assessment Rubric, SMAN 4 Blitar; Doc06, Assessment Rubric, SMAN 4 Blitar).

**Table 4.** Check List Matrix of Evaluation

No	Phenomenon
1.	The teacher begins the evaluation in class when students consult the writing draft.
2.	Students get the direct feedback from the teacher regarding their writing drafts.
3.	Students present the results of their writing work while the teacher provides an evaluation after the presentation process is completed generally to all students
4.	Teachers also carry out ongoing assessments during the learning process in accordance with the rubric and assessment criteria.
5.	Evaluations show significant improvements in students' writing skills, such as the ability to organize ideas, use correct grammar, and creativity in writing.

This table is adapted from Miles, Huberman, and Saldana (2023:143)

The evaluation of writing in grade 10 at SMAN 4 Blitar involves several stages. Firstly, it begins with in-class consultations where students discuss their writing plans with the teacher. Secondly, the teacher provides direct feedback on the students' drafts during these consultations. Thirdly, students present their writing, followed by a general evaluation from the teacher. Lastly, the teacher conducts continuous assessment throughout the process, adhering to the rubric and assessment criteria.

#### **4. Focus 4 : The follow up the evaluation result of the using Task-Based Language Teaching (TBLT) in SMAN 4 Blitar in improving students' writing skill**

After conducting the writing evaluation, the teacher at SMAN 4 Blitar uses the results to provide individual assessments, identify students' weaknesses, and implement differentiated learning. Mr. Andreas stated, "After obtaining the evaluation results, the data is used to provide individual assessments and adjust students' writing graduation standards. Students are not forced to write if they do not meet the appropriate standards" (INT01, Ndre M. Pd, 20 May 2024, 10:00-11:00 p.m.).

Students' graduation standards are adjusted based on their abilities, and remedial sessions are offered if needed. Ramadhani mentioned, "Weaknesses of each student are identified, and differentiated learning is applied. Passing standards are adjusted to the student's abilities, and remedial is provided if standards are not met" (INT02, Dan, 20 May 2024, 12:00-12:30 p.m.).

Teachers tailor learning methods to meet individual student needs. Risma added, "Mr. Andreas identifies each of our weaknesses and applies learning methods that suit our needs. The passing standards are adjusted to our abilities" (INT03, Risma, 20 May 2024, 12:00-12:30 p.m.). Esa echoed this, noting that the process is flexible, and additional assignments are given if necessary (INT04, Es, 20 May 2024, 12:00-12:30 p.m.).

Follow-up discussions are held to address challenges identified in the evaluation. The principal, Mr. Ady Sucipto, stated, "After the evaluation, meetings are held with the teacher to discuss the results and find solutions to the challenges that arise. Discussion forums with students are also held to gather feedback" (INT06, Sript S. Pd, 23 May 2024, 10:00-11:00 a.m.).

Observations on May 20, 2024, showed that teachers identify and analyze students' weaknesses through worksheets on the writing material "Cracked Stories." Based on these results, additional assignments are given to students who have not met the passing standards. Teachers continue to provide improvements and monitor progress through follow-up assignments (Obs01, SMAN4, 20 May 2024, 10:40 a.m.-12:00 p.m.).

Documents such as LKS and grade books are used to analyze weaknesses and determine students' scores. LKS helps check grammar, idea development, and creativity, while grade books identify students who have not met graduation standards, guiding the assignment of additional tasks (Dok04-06, LKS and Grade Book, SMAN 4 Blitar).

**Table 5.** Check List Matrix of Follow-Up

No	Phenomenon
1	The teacher follows up on student evaluation results by analyzing the results of student worksheets and student grades.
2	Teachers identify the results of student evaluation analysis to determine student weaknesses and student achievement of graduation standards
3	The identification results are used by teachers to find students who have not met graduation standards
4	Teachers hold discussions with supervisors regarding student problems
5	The teacher provides follow-up in the form of providing additional assignments

This table is adapted from Miles, Huberman, and Saldana (2023:143)

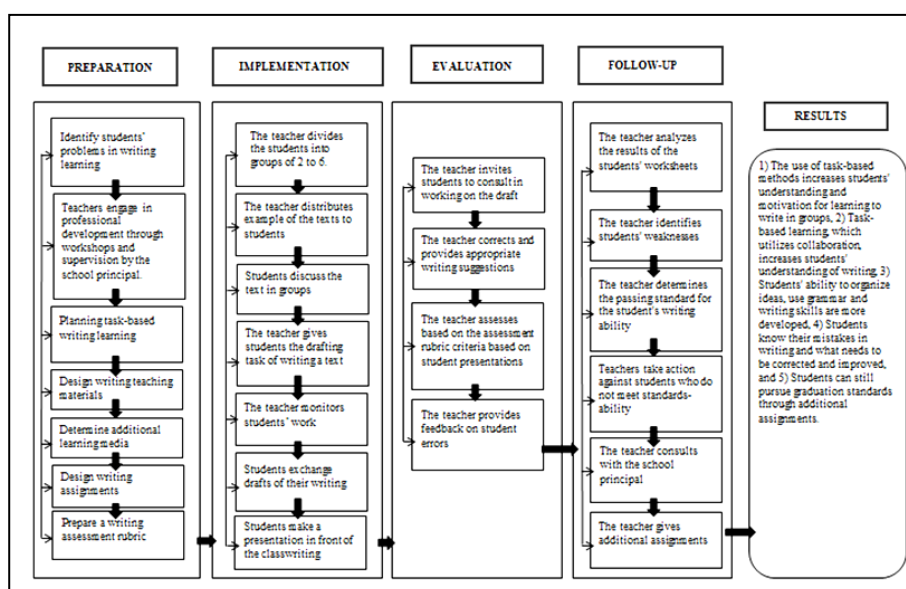
The follow-up to the evaluation results in grade 10 at SMAN 4 Blitar is conducted through several steps. Firstly, the teacher analyzes student worksheets and grades. Secondly, they identify student weaknesses and assess the achievement of graduation standards. Thirdly, the teacher discusses student issues with supervisors. Lastly, follow-up is provided by assigning additional tasks or remedial work.

Through the synthesis of various findings in each unit of analysis, the final results of this study can be summarized in the following conclusions:

1. The design of task-based learning plans (TBLT) allows for the enhancement of students' understanding.
2. Group work facilitates increased student interest in learning.
3. Lesson plans developed based on the learning objectives trajectory (ATP) with task-based and project-based learning models enable a more student-centered learning environment and encourage active student participation.
4. Assigning writing tasks or projects in groups allows for improved student understanding of writing through discussion and collaboration.
5. Providing example texts related to writing instruction gives students clear and concrete references to develop their writing.
6. The use of additional learning media, such as electronic dictionaries and digital articles, makes it easier for students to understand the material and complete writing tasks.
7. Triggering students' prior knowledge related to the material before starting the writing learning procedure allows for better readiness and engagement in learning.
8. Assigning tasks or projects with topics and example texts allows students to understand and develop their writing skills through hands-on practice.

9. Monitoring and providing feedback on the drafts created by students allow them to correct mistakes and produce better writing.
10. Presenting students' written work and conducting a general evaluation by the teacher give students insights into the strengths and weaknesses of their writing.
11. The use of established rubrics and assessment criteria allows for evaluations to be conducted objectively and systematically.
12. Continuous evaluation throughout the learning process provides students with ongoing opportunities to improve and develop their writing skills.
13. Identifying students' weaknesses from evaluation results enables the teacher to design additional learning strategies specifically targeted to address those weaknesses.
14. Assigning additional tasks as follow-up allows students more opportunities to practice and master the necessary writing skills.

Considering the presentation of the results and the propositions outlined earlier, a comprehensive conceptual model can be formulated as follows:



**Figure 2.** Instruction Model of Task-based language teaching for writing learning

## Discussion

In this discussion, the researcher analyzes findings from observations, interviews, and document analysis to develop a model of Task-Based Language Teaching (TBLT) in writing instruction for 10th-grade students at SMAN 4 Blitar. The findings show that the teacher begins preparation by identifying students' interests and understanding, classifying writing problems, and designing and developing task- and project-based learning. The teacher also selects trigger topics, designs group tasks, provides text examples, uses learning media, and creates assessment rubrics. These findings are consistent with David Nunan's (2004) theory of TBLT, which emphasizes the importance of understanding students' interests and needs, classifying problems to design effective tasks, and aligning tasks with curriculum goals. The use of trigger topics, group tasks, text examples, and learning media also aligns with the scaffolding principles in TBLT. Assessment aligned with tasks reflects Nunan's principles of assessment, affirming the consistent application of TBLT principles in accordance with his theory.

In the implementation of Task-Based Language Teaching, the learning process begins with the teacher activating students' prior knowledge about the

material. Then, students are divided into groups to discuss the provided example texts. Next, students are given a group task or project to write, starting with a draft of short paragraphs that are developed into a complete essay. The teacher monitors the drafts, and students exchange drafts with each other before presenting the final results. These findings are consistent with the theory of Willis and Willis (2007) on TBLT, which emphasizes the importance of activating prior knowledge, collaborative learning, the use of authentic tasks, as well as continuous feedback and revision as integral parts of learning.

In the evaluation process for 10th-grade students at SMAN 4 Blitar, writing assessments are carried out in several stages. The evaluation begins with student consultations with the teacher, where the teacher provides direct feedback. After students present their written work, the teacher provides general feedback to the entire class. The assessment is also carried out continuously according to the rubrics and criteria established. These findings align with Black and William's (1998) theory of Formative Assessment, which emphasizes the importance of direct feedback, continuous evaluation, and the use of rubrics to help students understand their progress and areas needing improvement. This process reflects formative assessment principles that prioritize constructive feedback and continuous assessment in learning.

At the follow-up stage at SMAN 4 Blitar, the teacher analyzes students' worksheets and grades to identify weaknesses and the achievement of passing standards. The results of this analysis are discussed with the supervisor to address student issues. Based on this discussion, the teacher provides follow-up in the form of additional tasks or remedial work to help students overcome deficiencies and meet standards. These findings are consistent with Hattie and Timperley's (2007) theory of The Power of Feedback, which emphasizes the importance of analyzing evaluation results, discussing them with relevant parties, and providing specific feedback to support students' learning improvement.

The uniqueness of the findings of this research on writing instruction using TBLT at SMAN 4 Blitar lies in the approach that integrates various essential elements in learning, creating a comprehensive and in-depth learning experience. This research highlights the successful application of Task-Based Language Teaching (TBLT) in writing instruction at SMAN 4 Blitar. The holistic approach applied, including the identification of student interests, the design of relevant tasks, collaborative learning, and constructive feedback, has been proven to enhance learning effectiveness, in line with David Nunan's (2004) theory on the importance of relevance and meeting students' needs in TBLT. The comprehensive and continuous evaluation process, supported by responsive follow-up actions, ensures that students receive optimal support in developing their writing skills, reflecting the formative assessment principles outlined by Black and William (1998). Additionally, the use of collaborative learning and continuous feedback throughout the learning process is consistent with Willis and Willis's (2007) views on the importance of active engagement and continuous revision in TBLT. This research offers a practical model that can be adapted to create a more dynamic, engaging, and effective writing learning environment, consistent with the principles of TBLT and relevant formative assessment theories.

In conclusion, the implementation of Task-Based Language Teaching (TBLT) in writing instruction at SMAN 4 Blitar is designed to enhance learning effectiveness. This is achieved by identifying students' interests and levels of understanding, followed by designing relevant tasks and implementing teaching methods that combine the activation of prior knowledge, collaborative group work, and constructive feedback. The comprehensive evaluation process includes direct feedback, general assessments, and continuous evaluation based on established rubrics. Subsequent actions, such as additional tasks or remedial work, are determined based on a thorough analysis of evaluation results and discussions with supervisors. This multifaceted approach aims to increase student engagement, ensure task relevance, and support continuous improvement in the learning process, consistent with the core principles of TBLT and

formative assessment theories. Ultimately, the successful integration of TBLT at SMAN 4 Blitar promises to create a more dynamic, engaging, and effective learning environment for writing instruction.

## CONCLUSION

Based on the research on the implementation of the Task-Based Language Teaching (TBLT) method in writing instruction for 10th-grade students at SMAN 4 Blitar, it can be concluded that this method is highly effective in improving student's writing skills. The task-based and project-oriented approach actively engages students in the learning process, contributing to their enhanced understanding and writing abilities. Thorough preparation by teachers, including the selection of relevant topics, the use of additional learning media, and the provision of constructive feedback, has proven effective in helping students overcome difficulties such as idea development, grammar, and text organization. Continuous and systematic evaluation allows teachers to identify individual student weaknesses and apply appropriate follow-up actions, such as additional assignments or remedial support. Thus, the implementation of TBLT at SMAN 4 Blitar not only meets students' needs but also successfully creates a dynamic, collaborative, and effective learning environment that significantly enhances students' writing skills.

Several recommendations for improving writing instruction are as follows. Schools should consider integrating the Task-Based Language Teaching (TBLT) method into their curriculum and enhancing learning facilities. Teachers need specialized training to implement this method and should utilize digital media and engaging writing games to motivate students. Future research could evaluate the effectiveness of TBLT across various educational levels and subjects, as well as explore its long-term impact and other factors influencing its success.

## REFERENCES

- Anwar, M. (2023). *The effectiveness of the Make-A-Match technique in improving students' writing skills at SMPN 2 Bumiayu*. *Journal of Educational Strategies*, 10(1), 45-52.
- Andayani, T. (2016). *Improving students' ability in writing narrative text by using picture series for the eighth-grade students of Junior High School Joall*. *Journal of Applied Linguistics and Literature*, 1(2), 1-10.
- Barokah, N. (2018). *The effect of Task-Based Language Teaching (TBLT) and critical thinking on students' writing of argumentative essay* (Master's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment*. *Phi Delta Kappan*, 80(2), 139-148.
- Campbell, J. (2024). *Principles of qualitative research sampling*. *Research Methodology Journal*, 12(1), 45-59.
- Dewi, H. E. (2023). *Pengajaran bahasa berbasis tugas (Task-Based Language Teaching) studi kasus guru bahasa Inggris SMP*. *Jurnal Profesi Pendidikan (JPP)*, 2(1), 12-21.
- East, M. (2021). *Foundational principles of task-based language teaching*. Taylor & Francis.
- East, M. (2021). *Task-based language teaching: From theory to practice*. Cambridge University Press.
- Ellis, R. (2017). *Position paper: Moving Task-Based Language Teaching forward*. *Language Teaching*, 50(4), 507-526.
- Ellis, R. (2019). *Task-Based Language Teaching: A teacher's guide*. Oxford University Press.
- Fachriyansyah, M., & Soeparjono, S. *The effect of composition of planting media and nutrient solutions on growth and yield of Pagoda Mustard (Brassicae narinosa L.) in substrate hydroponic system*.

- Fajriyani, L. (2011). *The use of the clustering technique in teaching writing at SMP AL-HASRA Bojongsari-Depok*. Journal of Language Teaching and Learning, 3(2), 34-41.
- Fakhira, V. L. (2021). *Implementing Task-Based Language Teaching (TBLT) to teach speaking in EFL classes* (Doctoral dissertation, Universitas Islam Negeri).
- Gaffar, A. (2021). *The effects of positive reinforcement on students' writing achievement in an Indonesian EFL classroom*.
- Hattie, J., & Timperley, H. (2007). *The power of feedback*. Review of Educational Research, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Hermayati, R. (2017). *The resurgence of task-based language teaching in the 20th century: A review*. Journal of Language and Pedagogy, 9(2), 89-98.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Mustakim, S., & Ismail, A. (2017). *Challenges in academic writing: Perspectives from students and educators*. Journal of Language and Education Studies, 5(2), 23-35.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage Publications.
- Putu, I. G. A. S., Suarnajaya, W., & Marjohan, A. (2017). *An analysis of students' writing difficulties in English language learning*. International Journal of Language Education.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- Suci, I. P. P. (2022). *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* (Doctoral dissertation, UIN Fatmawati Sukarno Bengkulu).
- Sugiyono. (2018). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Supriyono, S. (2018). (2018). INTEGRATED PARTICIPATIVE INSTRUCTIONAL SUPERVISION PLANNING AT PUBLIC JUNIOR HIGH SCHOOLS: A MULTISITE CASE STUDY AT THREE MIDDLE SCHOOLS IN BLITAR, EAST JAVA. *JARES (Journal of Academic Research and Sciences)*, 3(1), 3. <https://doi.org/10.35457/jares.v3i1.448>
- Supriyono (2019) Supriyono Supervisi pembelajaran di Sekolah Menengah Pertama (studi multi situs pada SMPN 1, SMPN 2, dan SMPN 4 Kota Blitar). *Doctoral thesis*, Universitas Negeri Malang,
- Supriyono, S., Hidayaturrehman, H., & Putra, M.T.P (2024). The Santripreneur Vocational High School Entrepreneurship Education Management Model: A Single Case Study At Anharul Ulum Islamic Vocational High School In Blitar, East Java, Indonesia. *International Journal of Science, Technology & Management*, 5(1), 146-155. <https://doi.org/10.46729/ijstm.v5i1.1026>
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Sage Publications.