

## Effectiveness of the Task-Based Language Teaching Method in Improving Foreign Language Writing Skills

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### ABSTRACT

**Background.** Foreign language teaching has experienced a shift towards a more task-oriented approach to improving language skills. However, not much research has explored the effectiveness of the Task-Based Language Teaching method in the world of physical education, foreign language education, and elementary school teacher education. For this reason, the Task-Based Language Teaching method is used as a solution to improve the skills of students in physical education, foreign language education and elementary school teacher education.

**Purpose.** This research aims to evaluate the effectiveness of the Task-Based Language Teaching method in improving students' language skills in three different fields of study.

**Method.** This research uses a quantitative approach with a pre-post test experimental design.

**Results.** The results of this study indicate that there was an increase in language skills in the experimental group who received training using the Task-Based Language Teaching method compared to the control group. Physical education students showed improvements in speaking and writing skills, while foreign language education and elementary school teacher education students showed improvements in listening and speaking abilities.

**Conclusion.** The conclusion of this research shows that the Task-Based Language Teaching method is effective in improving students' language skills in various fields of study, including physical education, foreign language education, and elementary school teacher education. Implementation of the Task-Based Language Teaching method can be an effective alternative in enriching language teaching, improving communication skills, and providing a more contextual and relevant learning experience for students.

### KEYWORDS

Foreign Language, Method, Task-Based Language Teaching.

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### INTRODUCTION

The Task-Based Language Teaching method is a language teaching approach that emphasizes the use of real tasks as the main focus in learning (Fang dkk., 2021). The Task-Based Language Teaching method has also become a popular approach in second language learning

because of its goal-oriented approach and direct application in real life situations (Liu dkk., 2021). In this method, language learning is no longer solely centered on mastering grammar or vocabulary, but rather on students' ability to use language in authentic communicative contexts (Gan & Leung, 2020). This approach integrates communicative, cognitive and social aspects in language learning, thereby enabling students to develop language skills.

### **Using the Task-Based Language Teaching method to improve the skills of physical education students**

The use of the Task-Based Language Teaching method in improving the skills of physical education students offers an innovative and effective approach in developing students' language skills in this field (Universitas Muhammadiyah Semarang, Indonesia, dodi@unimus.ac.id dkk., 2021). Through Task-Based Language Teaching, physical education students can not only improve their understanding of language, but also acquire communication skills relevant to their specific context (Crookes & Ziegler, 2021). One of the main benefits of using Task-Based Language Teaching in a physical education context is its ability to provide tasks that are integrated with physical activity and sports. In traditional language learning, students are often limited to written exercises or classroom conversations. However, with Task-Based Language Teaching, students are given the opportunity to use language in real contexts related to physical activities and sports, such as creating practice plans, giving instructions to teammates, or analyzing game strategies (Belda-Medina, 2021). This not only makes learning more interesting for students, but also improves the transfer of their language skills to practical situations relevant to their discipline.

In addition, the use of Task-Based Language Teaching in physical education can help strengthen students' interpersonal and collaborative communication skills. In the context of sports and physical activity, effective communication between team members, coaches and participants is important to achieve common goals (Liu & Ren, 2021). By engaging students in tasks that encourage teamwork and communication, Task-Based Language Teaching can help them develop skills in giving instructions, providing feedback, and solving problems together. This is not only useful in the context of physical education, but can also be a valuable provision for students in their future professional lives. Apart from the communicative aspect, the use of Task-Based Language Teaching in physical education can also help improve students' understanding of the language used in instruction and sports theory (Xue, 2022). By designing tasks that ask students to read, listen, and understand texts or instructions related to sports, Task-Based Language Teaching helps students expand their vocabulary in specific contexts (Aliasin dkk., 2019). In addition, by encouraging students to participate in discussions and analysis of sports-related topics, Task-Based Language Teaching also helps them develop deeper language comprehension and analysis skills.

However, implementing Task-Based Language Teaching in the physical education context can also face several challenges. One is limited time and resources, especially if tasks integrated with physical activity require complex settings or special equipment. In addition, this approach also requires a careful approach in designing tasks that are appropriate to the language skill level and needs of students in the physical education context (Spada, 2022). Overall, the use of Task-Based Language Teaching methods in physical education has the potential to improve students' language and communication skills in contexts relevant to their discipline. By providing tasks that are integrated with physical activities and sports, Task-Based Language Teaching not only makes learning more interesting, but also helps students gain skills that they can apply in practical situations in the field. Therefore, this approach is worth considering as a strategy to improve language learning in the field of physical education.

### **Using the Task-Based Language Teaching method to improve the skills of foreign language education students**

The application of the Task-Based Language Teaching Method in improving students' skills in foreign language education has become a topic that is often discussed recently (Xue, 2022). Task-Based Language Teaching not only helps students to gain a better understanding of the structure and vocabulary of a foreign language, but also improves their ability to use the language in real communicative situations (East, 2019). One of the main advantages of Task-Based Language Teaching in foreign language education is its focus on the use of authentic and relevant tasks, which can stimulate active student involvement in learning.

Task-Based Language Teaching offers a task-centered approach that can be tailored to student needs and interests (Xu & Fan, 2022). By presenting challenging and meaningful assignments, students can feel more motivated to learn and use a foreign language actively. For example, students studying English might be given the task of planning an imaginary trip to an English-speaking country, involving activities such as booking plane tickets, staying in hotels, and interacting with local residents in English (Seals dkk., 2020). Through assignments like this, students not only improve their understanding of French grammar and vocabulary, but also develop the ability to speak, listen, and write in meaningful contexts.

Apart from that, Task-Based Language Teaching also promotes collaboration and interaction between students. In its implementation, Task-Based Language Teaching assignments often involve group work or collaborative projects, where students work together to complete certain tasks (East, 2021). For example, in teaching French, students can be given the task of composing a short drama scenario in French and then acting it out in front of the class. Through this kind of collaboration, students not only learn from each other's experiences, but also improve their language skills through authentic social interactions.

Task-Based Language Teaching can also increase student independence in learning foreign languages. In Task-Based Language Teaching, students often have greater control over their own learning process (Nguyen & Jaspaert†, 2021). They are given the freedom to choose the topic or assignment context that interests them, and determine the most appropriate strategy to complete the assignment. For example, in studying Japanese, students can be given the task of creating a video blog about their daily life, where they use Japanese to talk about their activities and share their experiences with the language. By giving students responsibility for their own learning, Task-Based Language Teaching can help them develop the independence and lifelong learning skills that are important in mastering a foreign language.

However, in implementing Task-Based Language Teaching in foreign language education, there are several challenges that need to be overcome (Ellis, 2020). One of them is the availability of resources and materials that are in accordance with the principles of Task-Based Language Teaching. Teachers need to have access to a variety of learning materials, including authentic texts, audio, and video that can be used in the context of relevant assignments (Ariatna & Ellis, 2021). In addition, adequate training is needed for teachers to develop skills in designing, implementing and evaluating Task-Based Language Teaching tasks effectively.

### **Use of the Task-Based Language Teaching method in improving the skills of elementary school teacher education students**

The application of the Task-Based Language Teaching Method in improving the skills of elementary school teacher education students is a promising approach in the context of language learning (Kaharuddin dkk., 2022). In this context, Task-Based Language Teaching offers an approach that focuses on using practical and meaningful tasks to enrich language learning for

prospective elementary school teachers (Lam dkk., 2021). One of the main advantages of implementing Task-Based Language Teaching is its ability to prepare students with the language skills necessary to interact effectively with students in the classroom and facilitate their learning.

Through Task-Based Language Teaching, elementary school teacher education students can be involved in various tasks that support the development of their language skills (Khon Kaen University, Khon Kaen, Thailand, rodero@kku.ac.th dkk., 2023). For example, they can be given the task of designing interesting and interactive lesson plans for their future language learning classes (Ji & Pham, 2020). In planning such lessons, students not only need to consider aspects of grammar and vocabulary, but also how to package them in a context that is interesting and relevant for elementary school students. Thus, Task-Based Language Teaching helps students to develop the holistic language skills needed to become effective teachers in the classroom (Dalpanagioti, 2023). Task-Based Language Teaching can also help elementary school teacher education students understand the needs and characteristics of their students. By designing assignments tailored to the level of language needs and interests of elementary school students, college students can gain better insight into how to effectively teach languages to their future students (Universidade do Algarve (Portugal) & Lopes, 2020). For example, they can design game-based tasks or group activities that capture students' attention and stimulate active participation in language learning.

Task-Based Language Teaching also promotes collaboration and interaction between students, which are important skills for elementary school teachers (Ramadhan dkk., 2021). In implementing Task-Based Language Teaching, students are often given the opportunity to work in groups or teams to complete certain tasks (East, 2020). For example, they may be given the task of designing and presenting a short English drama that teaches vocabulary and phrases to elementary school students (Yilmaz dkk., 2022). By working together in teams, students learn to collaborate, communicate, and solve problems together, skills that are critical in working as teachers in an elementary school environment. However, in implementing Task-Based Language Teaching in the context of elementary school teacher education, there are several challenges that need to be overcome (Hasnain & Halder, 2023). One of them is ensuring that the assignments given are in accordance with the applicable curriculum and learning standards. Students and instructors need to work together to ensure that the designed assignments meet the stated learning objectives.

There are several previous research opinions regarding the Communicative Language Teaching method. The first research according to (Permatasari dkk., 2021), with the research title The Task-Based Language Teaching As Method In Google Classroom Application For English Learning Approach. The results of his research stated that using this learning approach give some benefits that allow students and teachers to facilitate the teaching and learning process. It is also suitable for Google Classroom Application for English learning approach. The second research according to (Şimşek & Bakir, 2019), with the research title The use of task-based language teaching method to teach terms and phrases for those learning Turkish as a second language and sample activities. The results of his research stated that This method was introduced in the last quarter of 20th century and has still been widely used in language teaching today. The third research according to (Ellis dkk., 2019), with the research title Task-Based Language Teaching. The research stated that Task-Based Language Teaching integrates practical activities in language learning, encourages students' active participation, and improves language skills

## RESEARCH METHODOLOGY

This research uses a quantitative approach with a pre-post test experimental design to evaluate the effectiveness of the Task-Based Language Teaching method in improving students' language skills in the fields of physical education, foreign language education, and elementary school teacher education (Risdiana Chandra Dhewy, 2022). The population of this study consisted of active students enrolled in physical education, foreign language education, and elementary school teacher education programs at a university. Samples are selected in stages from the population. Each study program provides 100 students as research participants. The instrument used in this research is a language skills test which consists of listening, speaking, reading and writing components. This instrument was developed based on academic success standards relevant to each field of study. This test has been validated by a number of education and language experts to ensure its validity and reliability.

The initial step in this research is to formulate a clear and focused research problem. Research must identify whether Task-Based Language Teaching is effective in improving students' language skills in these three areas of study (Smith & González-Lloret, 2021). Then the researchers selected a sample of students from each field of study who represented a variety of backgrounds and language skill levels. Samples must be recruited carefully to ensure proper representation. Next, determine the type of research design used. The research design used, namely experimental or quasi-experimental, can be used to measure the effectiveness of Task-Based Language Teaching in improving students' language skills. The control group and treatment group can be compared to evaluate the impact of Task-Based Language Teaching.

Next is instrument development. Research requires the development of valid and reliable research instruments to measure students' language skills. Instruments may include speaking, listening, reading, and writing tests relevant to the context of physical education, foreign language, and primary school teacher teaching. Task-Based Language Teaching is applied in a learning context that is appropriate to each field of study (Martínez-García dkk., 2019). Learning materials and assignments are designed to cover aspects of the language skills you want to improve. Next is data collection. Data on student language skills was collected before and after the Task-Based Language Teaching intervention was carried out. Measurements can be made through tests.

Analysis is used to determine whether Task-Based Language Teaching is effective in improving students' language skills in the three fields of study. Interpretation of results must consider the strengths and limitations of the research design as well as its practical implications. Research findings are presented clearly and in detail in the research report. The report should include a description of the methodology, results of data analysis, and a thorough interpretation of the findings. Based on the research results, conclusions were drawn regarding the effectiveness of Task-Based Language Teaching in improving the language skills of students in physical education, foreign language education, and elementary school teacher education. Practical implications and suggestions for future research are also provided.

## RESULT AND DISCUSSION

The Task-Based Language Teaching method is based on the philosophy that effective language learning occurs when students are involved in tasks that are similar to the tasks they encounter in everyday life (Shiny & Karthikeyan, 2019). In this case, the tasks may include activities such as discussing, solving problems, or completing collaborative projects. By adapting learning materials to such tasks, the Task-Based Language Teaching Method allows students to learn a language while developing the practical skills they need to communicate in real life. One of



the main principles in the Task-Based Language Teaching method is that tasks must have meaning and relevance for students. By selecting tasks that suit students' interests, needs, and context, teachers can increase students' motivation and engagement in language learning. Additionally, authentic and meaningful assignments can help students see the immediate value of language learning in their daily lives.

In its implementation, this method involves several stages designed to guide students towards achieving learning goals. These stages include task planning, task implementation, and reflection on student performance. First, teachers design tasks that suit learning objectives and student needs. These tasks should be designed in a way that allows students to use the language in authentic and relevant communicative situations (Révész, 2019). Furthermore, during the implementation of the assignment, the teacher acts as a facilitator who helps students complete their assignments. Teachers provide guidance, feedback, and support according to individual student needs. Finally, after completing the assignment, students and teachers reflect together to evaluate student performance and identify areas that need improvement.

One of the main advantages of the Task-Based Language Teaching method is its ability to develop language skills holistically. In Task-Based Language Teaching, students not only learn grammar and vocabulary, but also develop speaking, listening, reading and writing skills simultaneously (Xuan dkk., 2022). This is because the tasks in the Task-Based Language Teaching method often involve the use of various language skills in a meaningful context. In addition, by emphasizing task-centered activities, the Task-Based Language Teaching method allows students to learn languages in a more natural and authentic way, similar to the way they learn their first language.

However, like other language learning approaches, the Task-Based Language Teaching method also has challenges and criticism. One of the main challenges is in designing assignments that suit students' needs and abilities. Selecting tasks that are suitable for different levels of language proficiency can be a complicated task for teachers. Additionally, there is also concern that focusing on tasks can neglect basic grammar and vocabulary learning. Therefore, some critics emphasize the importance of integrating grammar and vocabulary learning into the context of tasks in the Task-Based Language Teaching method.

Nevertheless, the Task-Based Language Teaching method remains an interesting and relevant approach to language learning. By emphasizing the use of language in real communicative situations, Task-Based Language Teaching helps students to develop the language skills they need to succeed in a variety of communicative contexts. In addition, by giving students the opportunity to learn a language while carrying out meaningful and relevant tasks, Task-Based Language Teaching can increase student motivation and engagement in language learning. As an approach that continues to develop, Task-Based Language Teaching continues to attract the attention of practitioners and researchers in the field of language learning, and continues to be the subject of active research and development. Thus, Task-Based Language Teaching remains an important approach in efforts to increase the effectiveness of second language learning.

To evaluate the effectiveness of the Task-Based Language Teaching method in improving the skills of physical education, foreign language education and elementary school teacher education students, a series of tests were carried out before and after the Task-Based Language Teaching intervention. The test covers speaking, listening, reading and writing skills in the language appropriate to each field of study. The researchers present the test results in the table below.

NO	Skills Category	Physical education	Foreign Language Education	Elementary School Teacher Education
1	Speaking Skills	Before intervention: 70 After intervention: 75	Before intervention: 65 After intervention: 73	Before intervention: 60 After intervention: 65
2	Listening Skills	Before intervention: 65 After intervention: 70	Before intervention: 65 After intervention: 70	Before intervention: 70 After intervention: 75
3	Reading Skills	Before intervention: 70 After intervention: 75	Before intervention: 60 After intervention: 70	Before intervention: 70 After intervention: 75
4	Writing skills	Before intervention: 70 After intervention: 73	Before intervention: 70 After intervention: 75	Before intervention: 73 After intervention: 78

**Table 1:** Pre- and post-intervention score results

The test results show an increase in all language skills after the Task-Based Language Teaching intervention in all fields of study, both in the fields of physical education, foreign language education, and elementary school teacher education. Overall, the test results show that Task-Based Language Teaching is effective in improving students' language skills in all three subject areas, with consistent improvements in all aspects of speaking, listening, reading and writing skills.

Assessment Category	Physical Education Student
Speaking Skills	Task-Based Language Teaching Improve students' abilities in compiling sports instructions or making presentations on sports-related topics.
Listening Skills	With Task-Based Language Teaching students can be involved in group discussions about training strategies or game instructions.
Reading Skills	By using reading material that is appropriate to physical education, such as articles about sports guides, Task-Based Language Teaching can help students improve their understanding of texts.
Writing skills	Students can improve their writing skills through Task-Based Language Teaching by writing research reports on sports topics

**Table 2:** Effectiveness of the Task-Based Language Teaching Method in Improving the Skills of Physical Education Students

Assessment Category	Foreign Language Education Students
Speaking Skills	Enables students to engage in communicative situations in a foreign language, such as roles or dialogue.
Listening Skills	Students can improve their listening skills by participating in text listening activities, discussions or presentations in a foreign language.
Reading Skills	Help students expand their vocabulary and understanding of grammar.
Writing skills	Students can write various types of texts in a foreign language, such as letters, essays, or reports, to improve their writing skills

**Table 3:** Effectiveness of the Task-Based Language Teaching Method in Improving the Skills of Elementary School Teacher Education Students

Assessment Category	Elementary School Teacher Education Students
Speaking Skills	Help students design and deliver engaging lesson plans for elementary school children.
Listening Skills	Students can improve their listening skills by participating in discussion sessions about elementary school teaching.
Reading Skills	Helps students expand their understanding of literacy and student reading skills.
Writing skills	Students can improve their writing skills by designing creative writing activities for elementary school students.

**Table 4:** Effectiveness of the Task-Based Language Teaching Method in Improving Foreign Language Education Students' Skills

In assessing the effectiveness of the Task-Based Language Teaching (TBLT) Method in improving student skills in three different fields of study, each table presents relevant assessment categories with a focus on speaking, listening, reading and writing skills. Evaluation is carried out by considering students' abilities in the context of physical education, foreign language education, and elementary school teacher education. Each field displays the perceived benefits or feedback for students in three educational fields.

## CONCLUSION

The conclusion of this research shows that the Task-Based Language Teaching method is effective in improving students' language skills in various fields of study, including physical education, foreign language education, and elementary school teacher education. Implementation of the Task-Based Language Teaching method can be an effective alternative in enriching language teaching, improving communication skills, and providing a more contextual and relevant learning experience for students. Therefore, it is recommended that higher education institutions consider integrating Task-Based Language Teaching in the curricula they are currently using, as well as providing appropriate training to lecturers and teachers to implement this approach effectively. In this way, students can be better prepared to face academic demands in the future.

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