Investigating the Impact of Task-Based Learning in Writing Skill of EFL Undergraduate Students at Indonesian University

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Abstract. The popularity of Task-Based Learning (henceforth, TBL) approach has risen the effectiveness in enhancing learners' competence, since it was proposed in 1980s. However, there has been limited research about investigating participants' writing skill with TBL-mediated in EFL domain. This study investigated the impact of TBL in writing skill of undergraduate students at Indonesian University. This present study employs a qualitative interview study to declare the result of impact of utilizing TBLT as an approach which assists to boost the undergraduate students' writing skill. Fifteen participants from a private university in Jember, Indonesian are voluntarily involved and subsequently interviewed in this research. Data were collected through semi-structured interviews to get in-depth information with respect to their experiences related to the impact of utilizing TBLT in their writing skill. Based on the data finding Task-Based Language Teaching (TBLT) has a positive impact on undergraduate students' writing skills in the English as a Foreign Language (EFL) domain. TBLT provides students with authentic and meaningful writing tasks that help them develop their writing skills in a practical context. TBLT also promotes students' engagement, motivation, and collaboration, which are essential factors in improving writing proficiency.

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INTRODUCTION

The recent years have seen a growing interest in task-based language teaching (TBLT), and the role of tasks in second or foreign language acquisition. As the literacy era

the students must be mastered their ability in English language skills, and task-based language teaching is one of the important method that can help the students enrich their English language skills. Even though there were myriads of research-based and conceptual-based articles about TBLT in various EFL contexts, the ones which holistically elucidated its benefits in the three scopes and addressed its criticism in Indonesia are indeed limited. It is frequently written from a certain specific point of view to examine its effectiveness in accelerating one of the four core language skills as follows listening, speaking, reading and writing. Indeed, its criticisms mainly originated from a misunderstanding or a lack of understanding on the concept of tasks and a misconception that TBLT is a rigid, instead of an adaptive method of language teaching. It is expected that this article can inform Indonesian teachers about the adaptability, viability, and affordances of TBLT to accelerate Indonesian students' English skills the primary aim of English language teaching in Indonesian formal educations (Maulana, 2021).

Moreover, Rahimpour & Masoudpour, (2011) claimed that the integration of the TBLT approach will easily promote the interactive students which assist to level up the effectiveness in enhancing learners' competences. The previous research found the manner interesting which is TBL was focus on learning through meaning-based and content-based methodology instead of grammatical or linguistic form (Bunmak, 2017). Next, task-based learning supports a learner-centered approach as well as encourages interaction between learners. This is able to improve the student's engagement for scaling up the basic of functional literacy such as writing skill (Nunan, 2004). A task- based program engages students more attractive to write several notes, summaries, and question. As aforementioned, from that approach will become a habit for students to write an essay or report writing task.

Writing is viewed as complicated undertaking for many ESL and EFL writers due to its mind-boggling nature combined with the lack of vocabulary and grammatical knowledge of the English language (Sabti et al., 2019). Many researchers stated that writing skill is impacted by different cognitive, metacognitive, social, and psychological factors (Han & Hiver, 2018; Kärchner et al., 2021; Mitchell, 2020; Zhu et al, 2021). These goals underline the need to bring up instructed L2 students' consciousness of how language is organized to accomplish social purposes specifically settings of purpose, to assist students' with becoming proactive and taken part in L2 educational settings, take on more noteworthy obligation in the growing experience, and improve their confidence as language users (Han & Hiver, 2018). In order to help learners' writing skill increase, teacher should employ students-centered approach to create their propensity for initiating assignments, contributing satisfactory work to exercises, and perseverance in facing problems (Heidarzadi et al, 2022). Therefore, Batstone, (2012) stated that when learners engage with tasks, they will be familiar in it, and will as a result additional mental space consciously to focus on linguistic and grammatical forms.

There was limited research related to TBL in writing skill of EFL particularly in terms of identifying the challenges and benefits of adopting this approach. In addition, previous research has proven that TBL has been recognized for the advantages in

educational areas. A past study defined by (Ahmed & Bidin, 2016) was interstate the students writing skills in EFL students by used TBLT approach. In the process of used TBLT in writing process the students mostly enjoyed in writing process as the pre and post test data collected by used Quasy experimental method the researcher found that the use of existing linguistic resources is a fundamental principle of TBLT as it leads the EFL learners to be fluent and confident users of English language both inside and outside the classroom in real life situations.

In line the other researcher also investigated TBLT as the (Gonzalez & Pinzon, 2019) gives an account of an action research project aimed at determining the effect of Task Based Language Teaching and various writing strategies on public school learners' writing skills. The study implicated a diagnostic stage, an action stage and an evaluation stage within an Action Research methodology. Initially, at the diagnostic stage, it was detected that the participants had to improve their writing production and reach the levels of competence established by the Common European Framework (CEFR) and The Ministry of National Education (MEN) guidelines. Finally, the evaluation stage revealed that students achieved better results in written production; they increased their vocabulary, reduced the amount of grammar errors, improved the syntax of the language, and became more autonomous and responsible. Besides, students' confidence in the writing processes also improved. Findings reported that the use of TBLT improved the students' writing skills.

Many researchers against TBL could assist learners to reach the outcome of the study. Butler, 2005; Carless, 2004; Little, (1998) doubted that TBLT could utilized in Asian countries, where teachers obviously to be stuck to a philosophical system of teaching that is absolutely contrast to that main TBLT, and where they also face practical problems, such as limited second language proficiency and the wash back from tests they need to prepare their students for.

On the other hand, TBLT has begun to be employed to help students strengthen their skills in a number of Asian countries. Three Chinese middle school instructors have used TBLT to improve their students' speaking skills. This study demonstrates favorable effects such as a strong dedication to innovative teaching approaches related to TBLT, resulting in higher speaking scores for students. This can be utilized to inspire instructors to develop and use the TBLT method in their classrooms (Zheng Xinmin & Borg Simon, 2013).

Task-Based Learning

Task-based learning (TBL) has been widely used in teaching learning activities since the mid-eighties to create interactive classes. TBL is an approach to support language teaching which improves students' initiative in solving of their own task (Nunan, 2004; Richards & Rodgers, 2001). Ellis, 2009 reported that the fundamentals of TBL were stimulated learners' motivation, ability cognitive as well as maintained classroom atmosphere enjoyable. The TBL classroom has various tasks performance to provide the learners to be more interactive with real life communication as well as they take active apart to achieve the outcomes. Willis (1996) in Liu & Chu, (2010) stated that TBL was

designed for focusing on students-center learning as well as supporting students to learn by doing. From this approach, students able to take on varieties class' roles, such as active in group participation, see the issues in several viewpoints, and have few risk options to solve the issues (Richards & Rodgers, 2001).

There has been main purpose why TBL utilized by many higher education in Asian context. There are some studies that explained about TBL in Asian context especially in Vietnam students. In 2004, the Presentation-Practice- Production (PPP) method was officially introduced into the language teaching curriculum in Vietnam to replace TTM. This is because it was believed to satisfy the innovation goals: PPP reflected a notion of 'practice makes perfect', which is common in the acquisition of many skills (Thornbury, 1999) and it provided a clear role for the teacher, which is in accordance with power relations often found in Asian classrooms (Skehan, 2003). For writing, significant differences in learners' scores were found in favor of TBLT. This could result from the fact that the TBLT learners were engaged in collaborating and performing communicative target tasks, allowing them to engage in sharing meaningful information with their peers and also to extend a wider range of new topics while in discussion. The TBLT learners, therefore, may have been exposed to a great source of interesting and excellent written clues. In addition, TBLT learners may have benefited much from the process of self-regulation in writing (Graham & Perin, 2007; Phuong et al., 2015).

In Indonesian students TBLT also used in every education especially in higher levels students, as the research by Badrus (2022). Teachers implementing Task-based Learning in the foreign language classroom should play three primary roles. The Task Based learning in Indonesian makes students connect precipitously. The students are allowed to use any vocabulary and grammar they learn. For example, a role-play needs the student openly uses words. It allows students to evaluate their vocabulary. It also allows students to learn and benefit from certain words, increasing their trust. The cognitive ability and communication skills of the learners are established in the course of a task. Students' attention is based on problem-solving rather than on individual language systems. It inspires more motivated students It is additionally recommended that automaticity is almost indigenous. Research into cognitive psychology and acquisition of a second language indicates that automaticity is accomplished in an authentic communication situation using creative language rules (Rider et al, 2007). In the background of Indonesian EFL, where there is little or no practical use of English outside the classroom, many students study English as a subject, not as a functional language, and their target is to achieve high scores in high-stakes testing. This condition seems to be incompatible with the communicative practices carried out in TBL. The pedagogical benefits of TBL are numerous: (1) helping learners to interact spontaneously, (2) leading automaticity, (3) giving language learners opportunity to learn vocabulary, (4) providing necessary conditions for language learning, (5) maximizing scope for communication, and (5) providing experiential learning. In the Indonesian context, specific recommendations must be considered while implementing TBLT in the English as a foreign language classroom.

They concern current curricula and textbooks, demand for a system of evaluation, teachers' beliefs, and objective language use (Fachrurrazy, 2000, p. 74).

First, the current syllabus of the available textbooks was not designed using an approach based on the task. However, because the task-orientated approach concerns teaching and learning activities, teachers can modify their lesson readiness to adopt the task-oriented approach with little creativity. Secondly, the implementation of task-based language teaching will have the problem with the demand for an evaluation system. Because it focuses on what the learners are doing rather than what they say, the assessment focuses not on the need for the current language accuracy evaluation system. Teachers are currently encouraged to apply the approach gradually and combine it with teaching and learning activities based on the requests of an evaluation system. However, the approach can be fully implemented at the primary school level because English is a subject for local content, so the student assessment is determined not by the external examination but by EFL teachers. Thirdly, the EFL teachers in Indonesia may have their own beliefs about how they should teach English. They may believe that they are "not teaching" unless they teach graphics in their traditional ways (e.g. grammar explanation and mechanical drills). Such a belief has to be revised over the long term. Teachers need to develop and update teaching and learning approaches, methods, and techniques. Fourthly, two things have to be considered for the use of the target language. On the one hand, teachers face a challenge to improve their English skills so that they can respond to the need to use their target language. However, beginner EFL learners can be challenged if the teacher only uses English in the classroom (the target language). Prabhu (1987) suggests that other communication resources (such as guessing, gestures, native language or actions) may be used to resolve learners' problems because of the limited mastery of languages. Using the native language in a particular situation in a foreign language class is an option.

Based on the explanation above It is able to engage learners to be confident to practice correct language while they presented or discussed the task. Ellis, 2009 mentioned that there are two types of task performance of TBL; this could be "focused" and "unfocused" task. They were distinction by the utilizing of how the way the language produced. It is called "focused" task as it provides learners opportunities to utilize specific linguistic features (grammatically structure) for performing the task. In the other hand, the 'unfocused' task provides learners distribute the flexibility for using language in general communicatively. In addition, TBLT has many benefits for the educational sector especially to facilitate the students' needs. Willis (1996) in Davut Nhem, (2020) stated that in order for language learners to effectively learn a language, TBLT distributes them with four conditions: exposure, language utilized, stimulation, and direction. Willis also said that TBLT lets students learn the target language by listening, reading, or both.

Further, this approach will assist continuously learners yield learning outcomes. That is, the exposure gives students more room to negotiate and comprehend the meaning of the tasks they are given or the meaning that their partner who is doing the same task expresses. They also get both implicit and explicit feedback from their peers or teachers,

notice the gap between the learner's production and the input they are given, and consolidate their memories of previous language productions (Robinson, 2011). Students' stimulation will also rise as a result of their exposure to and use of the target language (Robinson, 2011); &Willis, 1996 in Davut Nhem, 2020), and reduce the amount of direction provided by teachers.

TBL in EFL Writing

The basic unit of a lesson in TBLT classroom is the task and various tasks are designed to facilitate the learners with real life communicative situations enabling them real communicators of the target language. It is a learner- centered approach, based on the constructivist school of learning and teacher plays the role of a facilitator of the communicative interaction among the learners (Ellis, 2009). During TBLT a language learner plays a dynamic role in the whole process of language learning as he takes active part in interactive and communicative activities throughout the task performance cycle to achieve an outcome (Prabhu, 1987; Bygate et al., 2001; Skehan, 1998; Robinson, 2011; Ellis, 2003). Samuda and Bygate (2008) defined task as "A task is a holistic activity which engages language use in order to achieve some nonlinguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both" (Samuda & Bygate, 2008: p. 69). The TBL framework consists of three main phases, providing three basic conditions for language learning (Wasis, 1996: 18). Among them are reassignments, duty cycles and language focus.

First, Pre-Task: introduce classes to topics and assignments that activate words and phrases related to the topic. Second, Task-Cycle: offers students the opportunity to use whatever language they already know to carry out the assignment and then improve their language under the guidance of the teacher while planning their report on the task. The duty cycle offers students the holistic experience of the language used. There are three components to the duty cycle: a) Tasks: Students use the language they are good at work together in pairs or small groups to achieve the task objectives. According to Wasis, tasks are of six kinds: Problem Solving, Listing, Ordering and sorting, Sharing Personal Experience, Creative tasks and comparing, b) Planning: The role of the teacher here is as a language advisor. Learners plan their reports and take advantage of their learning opportunities. c) Report: is the natural condition of the duty cycle. At this stage the students talk about their findings. So, the report phase gives students a natural stimulus to improve and improve their language.
Third, Language Focus: allows closer study of some specific features that occur naturally in the language used during carrying out the task. Learners examine the forms of language in the text and look in detail at the use and meaning of lexical items that they have noticed (Wasis, 1996, p.75). Focus language has two components: a) Analysis: The activity of analysis draws attention to surface forms, realizing the meaning that students have understood during the duty cycle so that it helps them to systematize their knowledge and broaden their understanding. b) Practice: practical activities are based on language features that have occurred in previous texts and transcripts or in features just learned.

Accuracy in writing skill means the degree of correctness i.e. to what extent students write correct English. Skehan and Foster (1999: p. 77) defined accuracy as "ability to avoid error in performance, reflecting higher levels of control in the language as well as avoidance of such challenging structures that might provoke error". Ellis (2003: p. 340) defined second language accuracy measure as, "the learner's ability to produce error free target language".

Writing has forever been viewed as the most problematic and testing area of language learning for all understudies no matter what particularly on the off chance that it is to be finished in a foreign language (Jabali, 2018). The majority of these learners fail to meet instructors' linguistic and communicative expectations. Moreover, Singer, 2004:2 in Jabali, (2018) mentioned that variable cognitive, memory, linguistic, motor, and affective systems, each of which makes its own unique contribution to the writing process and the text that gets written" are all necessary for it to be accomplished. Ridha & Riyahi, (2011) also added that the most common concern when learning English as a foreign language was grammar, particularly when it came to productive skills (writing and speaking). Nevertheless, before the leaners mastered the utilizing of grammar, they must know the vocabularies as well. Even though EFL students are proficient in the English grammatical and phonics, meaningful communication would not occur without words.

These students actually come from a wide range of backgrounds, have different ways of learning, have different levels of language skills and experience, and have different ideas, attitudes, and concepts about writing. As a result, it is critical to demonstrate these students' perspectives on writing and approaches. Every student was willing and motivated to be the part of research process to improve his/her writing skills as they signed the consent form voluntarily to be part of the experimental research process. Because writing has some aspects that must be mastered by students and TBL is one of the techniques can be used to improved students writing ability. In task-based learning, the language teacher's job is to promote the students' learning by getting them involved in a range of worthwhile projects.

A study by Cutrone, (2018) entitled "Investigating the effects of task-based language teaching on Japanese EFL learners' willingness to communicate" in this research the researcher used the qualitative method in analyze the data. In another side the researcher also Collaborative tasks in language classrooms promote students-centered learning as learners achieve a sense of accomplishment when they perform task successfully (Little et al., 2017; Prabhu, 1987; Yuan, 2016). Many researchers have noted that one of key benefits of using tasks or activities in language classrooms is the production of authentic communication and writing skills.

Therefore, research publications on investigating TBL in writing skill of EFL Indonesian undergraduate students has been very limited especially in investigating the difficulties and impact of this approach in EFL domain. In this paper, the researcher will declare those several misinterpretations of what exactly TBLT propose. Also this paper will be examined by the problems of implementation identified in the innovative TBLT project evaluation study. Then this paper will investigate the impact of undergraduate students'

writing skill about the utilization of TBL in EFL domain. The formulated research problem was "How does TBL utilization impact undergraduate students' writing skill in EFL domain?"

METHODS

Research Design

In this research the researcher will use descriptive qualitative research design. Qualitative is use to investigate a problem in order to get clear understanding of certain phenomenon (Cresswell, 2012). Descriptive research describes and interprets events, condition, or situation, of the present. Elliot and Kratochwill (2000) state that descriptive study is a research in which the investigator examines and report thing as the way are in an attempt to understand and explain them. The aim of descriptive research is to provide as accurate account as possible about how the does TBL utilization impact undergraduate students' writing skill in EFL domain at English education study program Islamic University of Jember.

Research Participant

The subject of this research are students of the English education study program at the sixth semester at Islamic University of Jember specially for the sixth semester students or grade of 2020 that totals of students are 20 EFL learners. Their age ranged of 20-25 Years, including 7 male (46.2%) and 13 female (53.8%) learners who enrolled in academic writing course in 6th semester in the academic year 2022/2023. The aimed of researcher took academic writing course because this study focus on writing skills, in another reason is the sixth semester students were understand the writing rules, and the researcher want to know the TBLT Used in the classroom. Researcher took a sample of their argumentative writing assignments and also will be conducted a series of semi- structured interview with selected participants. Before starting the interview, researcher will give consent form to all participants. In the form consents there are several points 1) statement of the potential risks of harm. 2) The participants identity and people who they speak about will remain anonymous, 3) the participants right with draw from the research at any to me (Hammersly & Trianou,2012).

Research Instrument

In this study, the researcher will use two instruments namely observation and interview.

Observation

According to Lodico (2006) observation is a tool of research requires systematic and examination careful of the phenomena being studied. It means that observation will collect the data in systematic way to understand and interpret actions, interaction or the

meaning of event. The researcher wills observation the process of teaching by used TBL in writing class that teaches by the lecturer. There are some procedures of Task Based Learning including (1) planning. In this process the researcher will be prepared to know the syllabus,lessons plans and the name of students, after that the researcher will come to writing class to started the investigating of using TBL in teachingwriting class by lecturer. In this process the students planning for the performance of the task can be a decent pre-task task. In this step, the lecturer can also use the activity for outlining the task or forming the outcome of the task. Usually, in pre-task teacher states the time limitation, or ask the students to do the similar task with the main task. At this stage the teacher might provide the students with the video recording of the actual/main task which is done by another group. In pre-task, lecturer can also perform a framing activity that mainly focuses on promoting students" acquisition on the topic will be learnt.

(2) Implementing. Whilst-task also can be described as the implementing session (Harmer, 2001). The students will gather up with their small group and do the task. The lecturer will monitor the students from a distance. This step clarifies about how well the students" preparation is and how they deliver the task. The task can be performed in oral or written form. Nunn (2006) also stated that "giving a presentation or keeping a conversation going in a small group and are linked to the formative evaluation". (3) Evaluating. In evaluating process or called post-task is an activity which mainly emphases on the follow-up task from the task performance orwhilst-task (Ellis, 2003). At this stage, the lecturer should report the outcome of the task. The lecturer can also give feedback the task to help students understand the material that has been given.

The researcher will use Observation to investigate the process of used TBL in teaching writing subject. The instrument will be used as unstructured observation so the researcher will be recording the learning process, and see the situation and condition in learning process specially in writing class. In this process the researcher will be conducted the observation to know the use of TBL in teaching writing on the classroom specially at the fourth semester students of English education study program. The observation will be held in a onetime to know the process of teaching and learning. The researcher also will use the record and the note for collected data and write down the things that will be found the process of observation.

Interview

Ary (2010) said "The interview is one of the most widely used and basic methods for obtaining qualitative data. Interview is a dialog done by interviewer to get information from the interviewee. In this research, the interview conducted in English. The people who have interviewed by the researcher is students of the four semesters in English education study program at Islamic University of Jember. In this case the researcher only take 12 students to get the data about English teaching by using TBL in writing class. When conducted interview, the researcher will prepare a list of question as guidance to know the impact of used TBL in learning writing. Because the researcher needs the subject and the

informants to collect information, so the researcher conducted the interview only one time. The interview data are in the form of transcription and recording as the primary data.

Procedure of Data Collection

For .. collecting, the researcher used in this study are observation and interview. In gathering the data, and the researcher used the following procedures: The first steps is researcher made list of questions to ask the EFL students. Then, asked permission to the lecturer as a subject of the research. Next step is planning to know the syllabus and lesson plan of the writing class. The researcher evaluating the process of observation. After that the researcher conducted interview by asking some questions to the students about the TBL teaching method use in writing class. And the end is conducted the conversation by record.

Technique of Data Analysis

According to Miles and Huberman (1992), there are some data analysis procedures, they are:

Data Reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field, so the data reduced can give description deeply to the observation result. In this case the writer reduced the irrelevant data that have been taken from the field, to make easier for the writer to draw conclusion.

Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step the process of coding data simply in the form of words, sentence, and narrative in order that the data collected is mastered by researcher as the basic to take appropriate conclusion. In this research, the data will consist of the information about the impact of used TBL method in teaching writing in the classroom. In data display, the researcher will arrange data systematically based on the information in interview and observation, in order to get the conclusion as the finding of the research.

Verification and Conclusion

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion will be verified to the notes taken and furthermore, it is brought to the perfect conclusion, making conclusion is the process of drawing the content of data collected and the form of a good statement and having the clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. After getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clearer can be gotten.

FINDINGS

This research was carried out by collecting research data through interviews with several students in the English language education study program, especially in semester 6 of 2023.In accordance with the purpose of this study, namely to determine the impact of using the Task Based Learning method on students' writing abilities, in this case the researcher will describe the results of the study, namely as follows:

The Impact of using TBLT for Writing in the classroom

TBLT (Task-Based Language Teaching) is an approach to language teaching that emphasizes the use of authentic and meaningful tasks to promote language learning. When applied to writing, TBLT focuses on the process of writing, rather than the final product. This means that students are given tasks that require them to use writing as a means of communicating a message, rather than simply producing grammatically correct sentences or paragraphs. Based on the interview with some participant 1 that defined:

"Of course, the TBLT learning method focuses on assignments so in my opinion using that method can make it easier for me to understand more and be able to practice writing because we don't want to practice it right away"

In line with that the Participant 2 also give some argumentation as follow:
" Yes, I know the TBLT method, in my opinion the method is hard for me because I am the type of learner who has to understand slowly and has to be detailed, then I can practice it while doing it. Whereas here I have to write right away so in my opinion it's quite heavy."

Based on the interview above, it can be seen that the data from Participant 1 and Participant 2 suggest differing perspectives on the effectiveness of the Task-Based Language Teaching (TBLT) method for writing. Participant 1 believes that the TBLT method, which focuses on assignments, can make it easier to understand and practice writing. However, they also suggest that practicing writing immediately may not be ideal. On the other hand, Participant 2 finds the TBLT method to be difficult because they prefer a slower, more detailed approach to learning. They feel that the immediate writing practice required by TBLT is heavy.

Overall, it can be concluded that the TBLT method may work well for some learners, but not for others. The success of the TBLT method in teaching writing may depend on individual learning styles and preferences. Further research could explore the effectiveness of TBLT for different types of learners, and investigate ways to adapt the method to better meet the needs of all students.

It was supported by (Khodaddy & Khodabaneh,2016) in their research there are some effect of using TBLT for students writing performance, and also (Rahimi,2012) also suggested that Task-Based Language Teaching (TBLT) is a teaching method that focuses on the use of authentic language tasks to promote language learning. Here are some benefits of

the TBLT method as identified by experts in the field: 1) Promotes meaningful language use: TBLT encourages learners to use language in a way that is meaningful and relevant to their own lives and interests. This can increase their motivation and engagement in the learning process. 2) Develops communicative competence: By engaging in authentic language tasks, learners have the opportunity to develop their ability to use language in real-life situations, and to interact with others using appropriate language and social skills.3) Enhances critical thinking and problem-solving skills: TBLT requires learners to analyze language in context, make decisions, and solve problems related to the task at hand. This can enhance their critical thinking and problem-solving skills.4) Increases language fluency: Through regular practice of language tasks, learners can develop their fluency in using the target language (Rahimi,2012).

In line with that theory the writer also finds the data from participant that tell in the same factors it said by the Participant 5 who said:

"If it's to motivate, yes it motivates me a bit because from TBLT I come to know that I have many shortcomings in wring"

Based on the interviewing it can be seen that the students of English education in the process of writing they could be motivated if used TBLT in teaching and learning process. In line with those statement, the Participant 2 also give some argument:

"Yes, I know the TBLT method, in my opinion the method is hard for me because I am the type of learner who has to understand slowly and has to be detailed, then I can practice it while doing it. Whereas here I have to write right away so in my opinion it's quite heavy."

In another side the Participant 4 argued *"in the process of using TBL for writing subject is make me difficult to manage my time, I was did a good way but still difficult, TBLT was really hard for me because that I always receiving and incorporating feedback with my classmates or my lecturer"*

The participants are familiar with TBLT as a method of teaching writing in English education. Participant 1 finds it motivating because it helps them identify their shortcomings in writing. On the other hand, Participant 2 and 4 finds it challenging because they prefer to understand the details slowly and practice them as they go. They also find the method heavy since they are required to write immediately, and they difficult in applying language skills for managing their times.

This is related with the (Rahimi,2012) theory if the TBLT can enhances critical thinking and problem-solving skills: TBLT requires learners to analyze language in context, make decisions, and solve problems related to the task at hand. This can enhance their critical thinking and problem-solving skills. Fosters learner autonomy: TBLT encourages learners to take an active role in their own learning, by setting goals, making choices, and evaluating their own progress. Overall, TBLT is considered an effective and engaging approach to language teaching, which can help learners develop both their linguistic and communicative competence.

In another side there some problem that faced by the students in teaching and learning writing subject by used TBLT in the classroom, as the participant 1 argued:

"I think it's quite difficult because we have to be more focused, we have to be critical, for example, we are given a writing assignment, we have to understand the material by writing directly, and meaning writing assignments."

Based on the given data, we can identify a few problems that students face when using TBLT for writing skills: 1) TBLT method can be challenging for some students who prefer a slower pace of learning and detailed understanding of the concepts.2)The immediate writing demand of TBLT method can be heavy for some students who need time to gather their thoughts and ideas before writing.3) Students may struggle with the implementation of the TBLT method if they are not provided with sufficient guidance and support from the teacher.4) Students may also face difficulties in identifying their weaknesses and areas for improvement when using TBLT for writing skills. Overall, the TBLT method may require a certain level of proficiency and readiness from the students, and the teacher's guidance and support are crucial for its effective implementation in teaching writing skills.

Based on the description about the impact of TBLT method in learning writing skills it can be concluded that TBLT can impact the students writing skills because, they thinking more about their ideas in another side in the process of make a passage the students can discussion with their friends to get a good result. In another side the students also feel it helps them identify their shortcomings in writing. There are some factors that can impact students writing skills by used TBLT in learning process based on the data finding it can be concluded the factors are:

1) The role of scaffolding in writing instruction: Scaffolding refers to the support provided by the teacher to help students complete writing tasks successfully. According to Ellis and Shintani (2014), effective scaffolding can help students improve their writing skills when using TBLT, 2) The importance of task design in TBLT: Task design is a critical aspect of TBLT that can influence students' writing skills, 3) The role of feedback in TBLT: Feedback is an essential component of TBLT that can help students improve their writing skills. Effective feedback can help students identify their weaknesses and areas for improvement when using TBLT for writing instruction, 4) The influence of learner factors on writing skill development in TBLT: Various learner factors such as motivation, self-efficacy, and language proficiency can impact students' writing skill development when using TBLT.

DISCUSSION

Task-Based Language Teaching (TBLT) is a relatively new approach in the field of language education in Indonesia. It has gained attention and has been implemented in some schools and universities in the country in recent years. One example of TBLT implementation in Indonesia is the English language teaching program at the State University of Malang. The program uses TBLT as the main approach in teaching English language skills, including writing. According to a study by Arifin (2017), TBLT implementation in this program has shown positive results in terms of students' writing

skill development and their motivation to learn English. Another example of TBLT implementation in Indonesia is the "Writing in TBLT" program in a high school in Jakarta. The program uses TBLT to teach writing skills to high school students, and it has shown positive results in terms of students' writing proficiency and their engagement in the writing tasks (Liu, 2021).

However, TBLT implementation in Indonesia still faces some challenges, such as the lack of resources, teacher training, and assessment methods that align with the TBLT approach. Moreover, the Indonesian curriculum and educational system still prioritize traditional teaching methods, which can hinder the wider adoption of TBLT in language education.

Based on the data finding TBLT can impact the students' writing skills because, they thinking more about their ideas in another side in the process of make a passage the students can discussion with their friends to get a good result. In another side the students also feel it helps them identify their shortcomings in writing. Because TBLT can enhances critical thinking and problem-solving skills: TBLT requires learners to analyze language in context, make decisions, and solve problems related to the task at hand. This can enhance their critical thinking and problem-solving skills. Some students may face several difficulties when using TBLT for writing instruction. Here are some common difficulties that students may encounter: Difficulty in understanding the task requirements: TBLT is designed to provide students with authentic and meaningful writing tasks, but some students may find it challenging to understand the task requirements, particularly if they are not familiar with the topic or the genre of writing. Difficulty in managing time: TBLT often involves working on writing tasks in groups, and some students may find it challenging to manage their time effectively and coordinate their writing activities with their peers. Difficulty in working with peers: Group work is an essential component of TBLT, and students are expected to collaborate with their peers to complete writing tasks. However, some students may face difficulties in working with their peers, particularly if they have different writing skills or work styles. Difficulty in receiving and incorporating feedback: Feedback is an essential part of TBLT, and students are expected to receive feedback from their peers and their teacher to improve their writing skills. However, some students may find it challenging to receive feedback constructively or to incorporate feedback into their writing effectively. Difficulty in applying language skills: TBLT aims to develop students' writing skills in a meaningful and authentic context. However, some students may struggle to apply their language skills to writing tasks, particularly if they have limited knowledge of vocabulary, grammar, or syntax.

In conclusion, while TBLT has shown to be an effective approach in teaching writing skills, some students may face difficulties in understanding the task requirements, managing their time, working with peers, receiving feedback, and applying language skills. Therefore, teachers should provide appropriate guidance, support, and feedback to help students overcome these challenges and develop their writing skills effectively.

CONCLUSIONS

Based on the available research, it can be concluded that Task- Based Language Teaching (TBLT) has a positive impact on undergraduate students' writing skills in the English as a Foreign Language (EFL) domain. TBLT provides students with authentic and meaningful writing tasks that help them develop their writing skills in a practical context. TBLT also promotes students' engagement, motivation, and collaboration, which are essential factors in improving writing proficiency. Moreover, TBLT encourages students to use critical thinking and problem-solving skills, which are essential for effective writing. The approach also provides students with opportunities to receive feedback and revise their work, which helps them improve their writing quality. However, the successful implementation of TBLT in writing instruction requires appropriate task design, teacher training, and assessment methods that align with the approach. It is also important to address the challenges that students may face in using TBLT for writing instruction, such as difficulty in understanding task requirements, managing time, and working with peers.

In conclusion, TBLT is a promising approach in improving undergraduate students' writing skills in the EFL domain. However, further research is needed to investigate the long-term effectiveness of TBLT in writing instruction and to explore its impact on students' overall language proficiency.

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