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**AN ANALYSIS OF TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH USED BY THE TEACHER IN WRITING SKILL AT BINA CITA MANDIRI (BCM) COURSE & COUNSELING**

By

Bahing<sup>1</sup>, Mayang Meilatina<sup>2</sup>

<sup>1,2</sup> Universitas Palangka Raya

Email: <sup>1</sup>[bahing@edu.upr.ac.id](mailto:bahing@edu.upr.ac.id), <sup>2</sup>[meilantina@gmail.com](mailto:meilantina@gmail.com)

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**Abstract:** *This study was an Analysis of Task-Based Language Teaching (TBLT) Approach Used by The Teacher in Writing Skill at Bina Cita Mandiri (BCM) Course & Counseling. It is done by lecturers of Magister of English Language Education, Graduate Program, University of Palangka Raya. It was conducted by (I) Dr. Bahing, S.PD. M.PD. (II) Dr. Mayang Meilantina, M.Sc. Task-Based Language Teaching (TBLT) is a communicative approach to language teaching and learning that views language primarily as a tool for communication rather than as a subject of study. In this approach, learners engage with the language through meaningful tasks that are carefully designed and sequenced, allowing them to acquire and use the language in real-world, communicative contexts. The purpose of the research was to know how the teacher at BCM Course & Counseling apply Task-Based Language Teaching (TBLT) approach in teaching writing skill, and to know the obstacles are encountered in teaching English writing using the Task-Based Language Teaching (TBLT) method. The researcher used descriptive qualitative method. Three instruments were utilized observation, interview, and documentation for collecting the data. The subject was the English teacher at 5<sup>th</sup> Grade in BCM Course & Counseling, Palangka Raya. The researcher obtained the teacher at Bina Cita Mandiri (BCM) Course & Counseling utilized the TBLT approach by integrating a series of well-designed tasks into the English writing curriculum, which align with real-world activities. Tasks such as arranging sentences, translating words, and filling in blanks worksheets task from online resources like ISL Collective and Live Worksheet. Group discussions form a core part of the TBLT approach at BCM. Students are divided into small groups, and each group works collaboratively on the assigned writing tasks. The problems that the researcher found while observing and interviewing the teachers. There were students' cognitive abilities, difference in curricula, student attendance, motivations, and limited practice opportunities*

## INTRODUCTION

Writing skills is a crucial aspect of language development in young learners. Writing not only serves as a means of conveying thoughts and information but also plays a pivotal role in fostering critical thinking, analytical abilities, and expressive skills in children. Piaget in Cameron (2001: 2), cited by (Muthmainnah et al., 2019) stated that child or young learner is known as active learners. Piaget developed a framework for understanding children's cognitive development, which he divided into four stages: (1) sensorimotor intelligence, (2) preoperational thinking, (3) concrete operational thinking, and (4) formal operational thinking. Teaching writing to young learners requires a tailored approach in the language classroom. As children's abstract thinking abilities are still emerging, explaining grammar concepts through theory alone is not effective. Instead, children learn to form new sentences by practicing patterns, which can be introduced through activities like games, role plays, and songs (Nunan, 2016).

At a young age, students are eager to learn and possess high levels of imagination. However, they can quickly lose interest if the tasks become repetitive. Therefore, teachers must be highly creative and provide enjoyable ways for young learners to engage with English. Teachers who are skilled in teaching young learners can create effective materials and suggest suitable approaches, methods, and techniques (Cahyati et al., 2019). Cahyati (2019) also emphasizes the importance of maximizing interaction in the classroom to achieve better learning outcomes. Teachers who are proficient in English and knowledgeable about child development can motivate young learners and create a more dynamic and engaging learning environment. Thus, teaching writing to young learners is not easy; it requires teachers to select the most effective methods to maximize students' abilities, particularly in English writing.

## RESEARCH METHODOLOGY

### 1. Research Design

The researcher used descriptive qualitative methods in this study. According to Ezer & Aksut (2021), qualitative research is research that explicitly represents and interprets data without the need for analytical techniques. The task of descriptive research is to improve people's understanding of what is being evaluated, to establish the concepts in question, to provide theoretical explanations of reality, and to develop an understanding of phenomena.

The purpose of this qualitative research is to explore and analyze a specific aspect of human experience. Essentially, qualitative research focuses on understanding an individual or society's perceptions and experiences regarding a particular topic (Bolderston et al., 2018). To conduct qualitative research, the study design must be evaluated by considering the issue at hand in relation to the time and resources required to address it.

### 2. Research Setting

#### a. Place

The study is conducted at BCM Course and Counseling, on Sapan 1 A Street No. 136, Palangka Raya, Central Kalimantan.

#### b. Participant

The subject in this study is an English teacher who teaches in BCM Course & Counseling at 5<sup>th</sup> Grade which use Task-Based Language Teaching (TBLT) strategies for enhancing writing skill for young learners.

### **c. Research Instrument**

In this study, the researcher employed three data collection techniques: observation, interviews, and documentation. Qualitative research typically gathers data through various methods such as observations, interviews, documents, and visual materials. According to Creswell (2016), the data collection process in qualitative research involves four primary types: observation, interviews, documents, and visual images. The goal of qualitative approaches is to gain in-depth insights into

## **3. Interview**

### **a. Interviews**

Interview involve conversing with individuals to gather reliable information on specific questions posed by the interviewer. Typically, the interview may involve one or more participants, depending on what the interviewer aims to learn or the scope of the inquiry. The study's interview approach directed towards the English teacher at BCM Course & Counseling in order to obtain the information needed for the study using close-ended questionnaire.

### **b. Documentation**

Documents serve as a valuable source of factual information, often presented in the form of letters, records, reports, artifacts, photographs, and other materials. These documents are used to support and validate the data collected during research. They can include written materials, educational documents, or images, all of which help substantiate the findings obtained through observation and interviews.

1. Curriculum
2. Syllabus or Lesson Plan
3. Materials (Book, etc)
4. Pictures of class situation, interview, etc.
5. Transcripts of Interview
6. Questionnaire

## **4. Observation Checklist**

The assessment instrument is a convenient and practical rating scale because it enables teachers to become more focused in their observations and in comprehending the activities that make learning conceivable (Dewi & Riani, 2016).

A checklist is a collection of notes designed to assess whether a particular event or behavior has occurred. It provides a systematic way to evaluate various aspects, such as a child's developmental progress. In this study, the researcher used the checklist to identify specific skills or developmental traits in the child, which would help in planning the next steps in their development. The checklist allows observers to easily take notes and monitor multiple students simultaneously.

## **5. Technique of Data Analysis**

"Data analysis in qualitative research is a process of classification, description, and synthesis," as stated by Pratidina et al. (2021). In order to describe and understand the

phenomena being studied, data reduction is necessary. Essentially, data analysis involves a systematic approach to examining and interpreting the collected data.

#### **6. Data Collection**

The outcome of the data collection process, which involved in observations and interviews, is the gathered data. In this study, data were collected through an observation checklist and interviews.

#### **7. Trustworthiness**

In this research, the research validity and the reliability of the data has figure out using four procedures. Sugiyono (2017) explained that the trustworthiness in the qualitative study related to validity and reliability is decide into four procedures. They are credibility, transferability, dependability, and confirmability.

#### **8. Credibility (Internal Validity)**

To ensure the data's credibility, the researcher employed triangulation by using three different methods for data collection: observation, interview, and documentation. Additionally, a member check was conducted to verify the accuracy and appropriateness of the collected data. After transcribing the interview data, the researcher organized and summarized it, then presented it to the teacher (informant) for confirmation. Once the teacher reviewed the data and agreed with the findings, she signed off on the check allegation.

#### **9. Transferability (External Validity)**

To ensure the transferability of the data, the researcher made an effort to present the research in a clear and comprehensible manner. The findings were written in a detailed, systematic, and credible format. The research clearly explained all aspects of the data collection process and how the data were presented, allowing other researchers to apply the findings in different settings or contexts. According to Sugiyono (2017), the results of the study should be transferable and applicable to other research contexts or settings.

#### **10. Dependability (Reliability)**

Dependability in qualitative research refers to the consistency of the research findings when the same phenomenon is observed repeatedly, similar to the concept of repeatability in research measurement. To ensure high-quality measurement, the research data can be evaluated by an interrater for validation. The results indicated that both the researcher and the interrater shared similar perspectives on the data. Another way to establish dependability is by discussing the interpretation of the data and presenting the research findings in a clear and transparent manner.

#### **11. Confirmability**

Confirmability in research refers to the objectivity and neutrality of the study, ensuring that the findings are not influenced by the researcher's biases but are instead supported by evidence that can be agreed upon by others. According to Sugiyono (2017), confirmability is closely related to dependability, and both can be assessed together during the research process. Confirmability is established through the processes of credibility, transferability, and dependability. To ensure confirmability, the researcher reanalyzed the data with the help of experts to assist in evaluating the research findings and their

## **FINDINGS**

The writing skill is considered one of the most challenging aspects of language learning, often requiring a structured yet flexible approach to develop proficiency. TBLT offers a unique way to approach this by prioritizing task completion over traditional grammatical instruction. Through a series of progressively complex tasks, students at BCM are encouraged to use writing as a tool for communication rather than merely as an exercise in form and accuracy. The approach allows students to focus on meaning, which aligns with the communicative goals of language learning while also gradually improving their writing mechanics.

The interview with the English teacher at Bina Cita Mandiri (BCM) highlights the implementation of the Task-Based Language Teaching (TBLT) approach in their English classes, specifically in class V. The teacher emphasizes that while the learning process at BCM is enjoyable and relaxed, challenges do exist, particularly in engaging students with tasks. This approach, aligned with the Merdeka Curriculum, allows students to become familiar with their school material ahead of time, fostering a sense of preparedness and independence. The focus on task-based learning ensures that the students can apply what they have learned in practical scenarios, a concept echoed by Bhandari (2020), who noted that TBLT emphasizes learner autonomy and active participation.

Moreover, the teacher's comments on the flexibility and fun aspect of the learning process at BCM reflect Belda's (2021) study, which underlines the role of TBLT in creating multimodal interactions. The relaxed yet structured environment at BCM allows for a variety of teaching modes, including interactive tasks and counseling sessions, which help address individual learning difficulties. The use of synchronous task-based activities, as Belda (2021) suggests, fosters a more holistic learning experience where students are encouraged to participate in communicative tasks, further developing their linguistic and communicative competencies.

## **Discussions**

Group discussions form a core part of the TBLT approach at BCM. Students are divided into small groups, and each group works collaboratively on the assigned writing tasks. The teacher provides minimal intervention during these discussions, allowing students to negotiate meaning and solve problems on their own. This promotes autonomy and critical thinking in language learning, encouraging students to become more self-reliant in their learning process (Beccia, 2022).

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

## **CONCLUSIONS**

The teacher at Bina Cita Mandiri (BCM) Course & Counseling employs the Task-Based Language Teaching (TBLT) approach to enhance students' writing skills through a structured yet flexible framework that prioritizes meaningful communication. This method is characterized by the integration of real-world tasks that require students to use language

effectively, thereby fostering both linguistic competence and communicative abilities. The TBLT approach at BCM includes a variety of tasks such as arranging sentences, translating words, and filling in blanks from visual prompts, which are designed to engage students actively in the writing process. To facilitate this approach, the teacher utilizes digital tools, including TVs and worksheets sourced from online platforms like iSL Collective and Live Worksheet. allowing students to build vocabulary, develop sentence structure, and improve their overall writing competence.

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HALAMAN INI SENGAJA DIKOSONGKAN