TASK-BASED LANGUAGE TEACHING (TBLT) IN THE CLASSROOM: AN EFFORT TO TEACH STUDENTS’ SKILLS IN WRITING DESCRIPTIVE TEXT

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ABSTRACT
Difficulties in producing a good English written text seem to be inevitable to Indonesian learners of English. It occurs due to the fact that writing is one of the most difficult skills to learn and that learners have difficulties in mastering English’s grammar and vocabulary as the basic knowledge of English written text. This paper addresses the issue of English written text production with special attention to descriptive text produced by students of MA Madani Alauddin Pao-Pao. Experimental method was used to carry out this study with the use of Task-Based Language Teaching (TBLT) as the teaching method to develop students’ writing descriptive text skills, and with the support from data collection instrument i.e. Test. A writing test accompanied by an assessment rubric was administered. Two groups of the second year students were selected for experimentation. Twenty students representing the experimental group studied descriptive text with Task-Based Language Teaching (TBLT) as the teaching method while twenty students representing the control group studied the same material following the Teacher’s Guide. Data were analyzed; the writing test results revealed that there is a statistically significant difference between mean scores of the experimental group (64.85) and the control group (55.03) in the test result after the treatment (post-test). This result supports the effectiveness of utilizing Task-Based Language Teaching (TBLT) as a method in teaching English written text, at MA Madani Alauddin Pao-Pao.

Keywords: task-based language teaching, writing skills, writing descriptive text
INTRODUCTION

English is one of the main languages of international communication, probably because of the use of English that has become a lingua franca. A lingua franca can be characterized as a language broadly embraced for communication between two speakers whose native languages are distinctive from each other and where one or both speakers are utilizing it as a ‘second’ language (Harmer, 2001: 1). The truth that English as a worldwide language has impacted and given numerous individuals the thought of learning the language genuinely all over, they learn English for different functions in communication, economics, education, technology, law, amusement, etc. (Kaharuddin, 2019).

In education itself, there are four skills frequently used and learned by the students. They are Speaking, Reading, Listening, and Writing skills. Writing is among the foremost complex human activities. It includes the advancement of a design idea, the capture of mental representatives of information, and involvement with subjects. According to Zamel (1992) stated that writing permits individuals to speak to themselves, their learning, their ways of making meaning, educates individuals the foremost significant lesson approximately how to read, write, and use the language.

There are some types of writing which have to be taught in high school, they are; procedure, descriptive, recount, and narrative. One of them is this research focus, it is descriptive text writing. The definition of descriptive according to Crimmon (1983), descriptive could be a strategy for displaying a verbal representation of an individual, a place, or a thing. It means that when individuals portray something, they ought to capture the points of interest so that the reader can understand effectively.

In the K13 syllabus English for Second Grade in MA Madani Alauddin Pao-Pao, the main objective in learning descriptive texts are students have the ability to arrange simple description texts about people, tourist attractions, etc (School Office, 2019). Understanding the objective, the researcher does a simple test over some students that had to learn this descriptive text. The researcher asks the students to write one paragraph descriptive text about ‘people’ as the topic, and the topic is the description of their best friend.
The result of the test is that the students' writing skills in writing descriptive text are not good, it is because of some reasons: 1) Lack of vocabulary, 2) Grammars Error, and 3) There is no cohesive and coherence of the text. The researcher concludes that students' writing descriptive text-ability is still not good. Understanding that there are many difficulties faced by the students in writing descriptive text, the researcher will use task-based language teaching in the classroom. This research is expected to be useful both for teachers and English learners so that they can do teaching and learning activities in writing material and teach the language with this method.

**REVIEW OF LITERATURE**

*Descriptive Text Writing*

Writing is one of the foremost difficult aspects of language abilities. The ability to write involves specific abilities, such as; the utilize of punctuation, the structure of sentence, vocabulary, and organization of section, but the foremost imperative thing students ought to pay consideration to before those all is their main idea to deserve a good paragraph. The main idea in writing could be a chain; it ties up all the sentences and makes the rationale of each sentence (Faradhibah & Nur, n.d. 2017). Writing is a skill of English language which requires students to represent and develop their idea in a written form. Many students feel confused about how to begin to write a paragraph or get stuck on constructing a certain genre of the text.

There are some definitions of writing stated by experts. According to Nunan (2003: 88), writing can be characterized by an arrangement of contrast. To begin with, writing is both a physical and a mental act. At the foremost fundamental level, writing is the physical act of committing words or thoughts to a few mediums. On the other hand, writing is the mental work of contributing ideas, thinking around how to express them, and organizing them into explanations and paragraphs that will be clear to a reader. Second, its reason is to express and inspire. Writers ordinarily serve two aces: themselves, and their desires to specific an idea or feeling, and readers also called the audience, who ought to have thoughts expressed in certain ways. Writers need to at that point select the finest form for their writing, depending on its reason. Third, it is both a process and a product. The author envisions, organizes drafts, alters, reads, and rereads. This process of composing frequently patterned, and in some cases disorderly.
A description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1996:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. In expansion, a great description is like a "word picture"; the reader can envision the object, place, or individual in his or her mind. A writer of a great description is like an artist who paints a picture that can be "seen" clearly within the mind of the reader. Description empowers individuals to engage, express sentiments, relate the experience, inform, and persuade. In spite of the fact that it can serve a variety of purposes, a description is most regularly expressive, so it most regularly makes a difference writers share their perceptions. Description enables people to entertain, express feelings, relate the experience, inform, and persuade. Although it can serve a variety of purposes, a description is most often expressive, so it most often helps writers share their perceptions. As human beings, people have a compelling desire to connect with other people by sharing their experiences with them.

**Task-Based Language Teaching (TBLT)**

Hashemi et al. (2012:256) stated that Task-Based Language Teaching (TBLT) could be a method that provides students material that they ought to effectively engage within the processing of to realize a objective or complete an errand. Much like regular tasks that individuals perform each day such as making the tea, writing a paper, talking to somebody on the phone, TBLT seeks to create students' interlanguage through giving a task and after that utilizing language to solve it.

Understanding TBLT has to start from the concept of 'Task' first. Nunan (2004:1) stated that the concept of ‘task’ has become an important element in syllabus design, classroom teaching, and learner assessment. It underpins several significant research agendas, and it has influenced educational policymaking in both ESL and EFL settings. First of all, understanding the word “Task” is the most important point, there some definition of the word “Task”:

Long (1985), the task is a piece of work undertaken for oneself or others freely or some reward. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between

Carroll (1993), the task is any activity in which an individual engages, given a suitable setting, in arrange to attain a specifiable class objective
Bygate et al. (2001), the task is an action which needs learners to utilize language, with emphasis on meaning, to accomplish an objective. This leads to the conclusion that 'task' as language learning objectives is any action or work that the students do in order to attain an objective. A classroom task is an activity having a specific objective and it contains communicative language utilize within the process. Since the task features a certain relationship with the extralinguistic world, it goes beyond the common classroom exercise. In order to teach a lesson practically with the task-based, it includes thought of the stages or components of a lesson that incorporates a task as its foremost component. According to Hashemi et al. (2012:527-528), TBLT has 3 principle phrases in common which reflect the chronology of a task-based lesson: it is Pre-task, During-Task, and Post-Task.

1) *The Pre-task phase:* The purpose is to prepare the students to perform the task in ways that will promote acquisition. As known that it is very important to present a task in a way that motivates learners.

2) *The During-task phase:* The methodological option available to the teachers in the during-task phase is of two basic kinds. First, there are various options relating to how the task is to be undertaken that can be taken before the actual performance of the task and thus planned for by the teacher. These will be called "task performance options". Second, there are several "process options" that involve the teacher and students in online decision making about how to perform the task as it is being completed.

3) *The Post-task phase:* The post-task phase affords several options. These have three major pedagogic goals: a) to provide an opportunity for a repeat performance of the task, b) to encourage reflection on how the task was performed.

**METHOD**

The method of this study is quantitative method. The design of this study is quasi – experimental design. The writer used quasi – experimental design of this study to see the effectiveness of Task-Based Language Teaching (TBLT) in developing student's writing skill in writing descriptive text. This research separated into two classes, experimental and controlled class. This research used pre-test and post-test design. The experimental class conducted pre-test, treatment, and post-test while the control class conducted pre-test and post-test only. The
effectiveness can be seen from the improvement of students’ score of experiment class in the post-test.

Respondents

The population of this study was Second Grade of MA Madani Alauddin. It is consist of 3 classes and each class consists of 35 to 40 students. In this study, the researcher took 58 students with the characteristics: the students had learn descriptive text before, and the experimental class and controlled class has the same skills in writing descriptive text according to the pre-test score.

Instrument

Instrument is a tool to measure ability of students’ knowledge. This study used tests as the instrument. The test is a writing test to understand students’ skills in writing descriptive text before and after the treatments.

Procedures

In the procedure of the data collecting, the researcher adopts three steps as follow:

Pre-test

Before conducting the treatment for the student, the researcher will give pre-test to experiment class dan control class to measure the initial ability of the students in writing a descriptive text.

Treatments

The next step was the treatment. The researcher used five types of task. After the pre-test, the researcher taught the students for 4 meetings. the students in the experiment class taught used Task-Based Language Teaching. In the controlled class, the researcher will apply the Method used by the teacher usually in the class. The treatment will take 4 meetings for each class.

Post-test

In this step, the students will have a test after the treatment. The post-test is conducted to find out the students result in learning writing descriptive text using Task-Based Language Teaching in the experiment class, and students result in the control class.

Data Analysis Technique
a. Scoring and Classifying students’ descriptive text score by writing score rubric.
b. Using SPSS to:
   1) Analysis of data from the pre-test and post-test for the experimental and control class wherefrom the analysis of the data is to find the number of samples, mean, standard deviation, variance and then find for the minimum and maximum values of the data.
   2) Looking for the distribution of pre-test and post-test categorization of the scores of students' learning outcomes in the experimental and control class where the distribution of categorization is to find the range of values, frequencies from experimental and control class. 
   3) To know the normality test. The normality test is useful to overcome whether the research to be carried out is normally distributed or not for both the experimental and control class. In carrying out the normality test, Kolmogorov normality test (sig.) is used if <0.05 then the data cannot be normally distributed, whereas if the number> 0.05 then the data is normally distributed.
   4) Testing the hypothesis.
      And then, the criteria used as follows:
      If Sig. (2-tailed) < 0.05, Ho (null hypothesis) is rejected and H1 (alternative hypothesis) is accepted.
      If Sig. (2-tailed) > 0.05, Ho (the null hypothesis) is accepted and H1 (alternative hypothesis) is rejected.

FINDINGS AND DISCUSSION
The researcher analyzed the data consisting of the result of the pretest and the posttest not only in experimental class but also control class. The findings of the research are based on the results of the data analysis. The data analysis was used to get information about the data of students’ writing skills.

The writing test consists of a pre-test and a post-test. The pre-test was given to find out the initial students’ writing before presenting the Task-Based Language Teaching (TBLT), and the post-test was given to find out the development of the students’ writing descriptive text skills after giving the treatment.
1. The Classification of Students’ Pre-test Score in Experimental Class and Controlled Class

The first writing test (Pre-Test) was given to fifty eight (58) students one day before teaching the students using the Task-Based Language Teaching (TBLT) that is on September 05, 2019 in the morning for XI MIA 3 class and in the afternoon for XI MIA 1 class in MA Madani Alauddin Pao-Pao. The writing test lasted for about 30 minutes, the scores range from 0-100 given to the students’ writing skills covered three writing components i.e. organization, vocabulary, as well as grammar/language use which are analyzed and resulted in the information shown in the following table:

<table>
<thead>
<tr>
<th>SCALE</th>
<th>CLASSIFICATION</th>
<th>EXPERIMENT</th>
<th>CONTROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Excellent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>61-80</td>
<td>Good</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>41-60</td>
<td>Adequate</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>21-40</td>
<td>Fair</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>1-20</td>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>27</td>
<td>31</td>
</tr>
</tbody>
</table>

Based on the results of pre-test analysis of experimental dan controlled class above, it has been found that the total score of this test ranges from one (1) to hundred (100). The highest classification in this pre-test is excellent classification and the lowest classification is poor classification. In the experimental class results showed that eight (8) students have a good classifications, fifteen (15) students in adequate classification, and four (4) students in fair classification. Whereas, in the controlled class results showed that twelve (12) students have a good classifications, eighteen (18) students in adequate classification, and one (1) students in fair classification.

The pre-test was also processed and analyzed by using SPSS which had eventually resulted in the following pre-test description:
The overall results of the students from experimental class achieved 52.9 as the average score and from controlled class achieved 57.3 as the average score for their writing skills which means that the quality of the students’ writing skills in both classes are only fair before the treatment. In conclusion, the researcher stated that the student in each class nearly has the same ability in writing descriptive text.

The description of the pre-test can also be seen in the following statistical histogram which was processed by using SPSS as well.

![Figure 1: The experimental and controlled class pre-test score distribution and frequency](image)

2. The Classification of Students’ Post-test Score in Experimental Class and Controlled Class

This post-test was administred on Thursday, October 03, 2019 in the morning for experimental class and afternoon for controlled class, after the twenty seven (27) students from experimental class achieved some treatments using Task-Based Language Teaching (TBLT). The test still employed the writing skill covered three writing components i.e. organization, vocabulary, as well as grammar/language use which are analyzed and resulted in the information shown in the following table:

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Experiment</th>
<th>Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>52.9258</td>
<td>57.3226</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>11.38125</td>
<td>10.3012</td>
</tr>
<tr>
<td>Variance</td>
<td>130.653</td>
<td>106.092</td>
</tr>
<tr>
<td>Range</td>
<td>45.00</td>
<td>47.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>30.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>75.06</td>
<td>77.00</td>
</tr>
</tbody>
</table>

![Figure 2: Statistics table](image)
Table 3 The classification of the results in post-test of experimental and controlled class

<table>
<thead>
<tr>
<th>SCALE</th>
<th>CLASSIFICATION</th>
<th>EXPERIMENT</th>
<th>CONTROLLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Excellent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>61-80</td>
<td>Good</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>41-60</td>
<td>Adequate</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>21-40</td>
<td>Fair</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>1-20</td>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>27</td>
<td>31</td>
</tr>
</tbody>
</table>

Based on the results of post-test analysis of experimental and controlled class above, it has been found that the total score of this test ranges from one (1) to hundred (100). The highest classification in this post-test is excellent classification and the lowest classification is poor classification. In the experimental class results showed that twenty one (21) students in good classification, and six (6) students in adequate classification. Whereas, in the controlled class results showed that there is twelve (12) students have a good classifications, thirteen (13) students in adequate classification, and six (6) students in fair classification.

The data gathered in the post-test were also processed and analyzed by using SPSS and the result of the analysis can be illustrated in the following statistical description:

Table 4 Statistics of Post Test Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Experiment</th>
<th>Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>64.8519</td>
<td>55.0323</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.34222</td>
<td>11.95125</td>
</tr>
<tr>
<td>Variance</td>
<td>69,593</td>
<td>142,832</td>
</tr>
<tr>
<td>Range</td>
<td>35.00</td>
<td>44.00</td>
</tr>
<tr>
<td>Minimum</td>
<td>45.00</td>
<td>36.00</td>
</tr>
<tr>
<td>Maximum</td>
<td>80.00</td>
<td>80.00</td>
</tr>
</tbody>
</table>

The result of the post test scores analysis indicates that the students in experimental class have achieved 64.8 as the total average score in the post-test and the students in controlled class achieved 55.03 as the total average in the post-test which means that the quality of the students in experimental class’s writing skills is better than the students in controlled class’s writing skills after getting treatment using Task-Based Language Teaching (TBLT).

The description of the post-test data analysis can also be illustrated by taking a look at the following statistical histogram:

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3. The Overall Results of Students’ Pre-and-Post-Test Scores

It has previously been stated that the pre- and post-test are used to measure knowledge gained from participating in a treatment using the Task-Based Language Teaching. The pre-test is a writing test given to the participants before the treatment begins in order to determine their knowledge level of the course content. After the completion of the course, participants are given a post-test to answer the writing test. Comparing participants’ post-test scores to their pre-test scores enables us to see whether the treatment was successful in developing participants’ writing skills. The comparison of the gain scores between pre-test and post-test can be illustrated as follows:

<table>
<thead>
<tr>
<th>SCALE</th>
<th>CLASSIFICATION</th>
<th>EXPERIMENT PRE</th>
<th>EXPERIMENT POST</th>
<th>CONTROLLED PRE</th>
<th>CONTROLLED POST</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-100</td>
<td>Excellent to Good</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>61-80</td>
<td>Good to Adequate</td>
<td>8</td>
<td>21</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>41-60</td>
<td>Adequate to Fair</td>
<td>15</td>
<td>6</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>21-40</td>
<td>Unacceptable-not</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Jan-20</td>
<td>College-level work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>27</td>
<td>27</td>
<td>31</td>
<td>31</td>
</tr>
</tbody>
</table>

Table 6 Data Analysis of Test Scores Comparison between pre-test and post-test of experimental class and controlled class

Figure 2: the experimental and controlled class post-test score distribution and frequency
The average total score shows that there is an improvement of the students' writing skills after learning with Task-Based Language Teaching (TBLT). The improvement can be measured by comparing the students’ gain score in pre-test 52.9 and the students’ gain score in post-test 64.8. If the two gain scores are taken into account the students’ writing skills before and after treatment, we may then state that the quality of the students’ writing skills increases from fair to good qualifications. Other than that, the students’ gain score of controlled class in pre-test 57.3 and the students’ gain score in post-test 55.03 shows that there is no significant different in the gain score in the controlled class.

The data in table above are also processed and analyzed by using SPSS which result in the presentation of Box Plots. The box plots enable us to see the significant development of the students’ writing skills before (pre-test) and after treatment (post-test).

![Box Plots](image)

**Figure 3** The comparison between the experimental class’s pre-test and post-test scores distribution

### 4. Assumption Test

Before testing this research hypothesis, it is necessary to test the sample distribution to find out whether the sample is normal or non-normal (Yassi,2018:p.191). This test is commonly
known as normality test. The normality tests are aimed at testing all hypothesis tests which test a null against alternative hypothesis. The result of normality tests deals with the statements of hypothesis test namely:

Ho = the null hypothesis
The sample has normal distribution when significant value is greater than 0.05 (sig > 0.05)
H1 = the alternative hypothesis
The sample is not normally distributed when significant value is less than 0.05 (sig < 0.05)

In order to test the normality of sample distribution, this study uses Kolmogrov-Smirnov statistical test as follow:

<table>
<thead>
<tr>
<th>Table 7 One-Sample Kolmogrov-Smirnov Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Sample Kolmogrov-Smirnov Test</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Normal ( \times )b Parameters</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
<tr>
<td>Most Extreme Differences ( \times )a</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Kolmogrov-Smirnov Z</td>
</tr>
<tr>
<td>Asym. Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

\( a \) Test distribution is normal.
\( b \) Calculated from data.

From the table 7, we can obviously state that the test distribution is normal for all the Pre- and Post-test of Experimental class and Controlled class.

5. T-Test

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of the Task-Based Language Teaching (TBLT) on the students’ writing skills are tested through the following hypothesis namely:
If Sig. (2-tailed) < 0.05, Ho (null hypothesis) is rejected and H1 (alternative hypothesis) is accepted.

If Sig. (2-tailed) > 0.05, Ho (the null hypothesis) is accepted and H1 (alternative hypothesis) is rejected.

In order to test the hypothesis, the paired sample t-test is then used to tell us whether we should accept or reject the null hypothesis.

Table 8 Paired Samples T-Test

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std Deviation</td>
<td>Std Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair1 POST-PRE</td>
<td>11.92593</td>
<td>10.60069</td>
<td>2.04014</td>
<td>7.7235</td>
<td>16.11950</td>
<td>5.846</td>
</tr>
</tbody>
</table>

With regard to the table above, it is found out that SPSS output for paired sample t-test, Sig. (2-tailed) = 0.000 < 0.05. This implies that the treatment has significant main effect on the students’ writing skills achievement. The null (Ho) is therefore rejected and the alternative hypothesis (H1) is accepted. Therefore it can be concluded that there is significant difference between Pre-Test and Post-Test learning outcomes from the experimental class after the treatment, which means that there is an influence on the use of Task-Based Language Teaching (TBLT) learning strategies in students’ writing skills in writing descriptive text.

According to Richards and Rodgers (2001) they believe that TBLT draws on functional, interactional and in some cases structural theories about the nature of language. The use of tasks and the selection of tasks that are appropriate and in line with learning objectives is an important things to do by the teacher, The application of the task helps students to practice their language skills by practicing repeatedly with the given task.

Additionally, according to Leaver and Willis (2004) “task-based language teaching (TBLT) helps language learners make real efforts to communicate as best as they can in the foreign language which they are learning”. Apparently, the approach of TBLT was Communicative Language Teaching (CLT) that focus on makes the learner to communicate first in every way. Therefore, Task-Based Language Teaching (TBLT) with the use of task in teaching learner is really helped the learner to practice more.

To sum up, the findings above and the other empirical evidence reveals the conclusion of this research. The researcher asserts that Task-Based Language Teaching (TBLT) was effective
on developing the students’ skills in writing descriptive text especially for the second grade of MA Madani Alauddin. In another word, Task-Based Language Teaching can be applied to develop the students’ skills in writing descriptive text.

CONCLUSION

According to the Finding of the research, it can be concluded that task-based language teaching is effective to develop writing skills in writing descriptive text than the conventional technique. In the controlled class, students were only trapped in the classification of the score "Poor" which is 57.32 average scores in the pre-test and 55.03 in the post-test, means there was no improvement from those students. In the experimental class, students have an increase in writing descriptive text skills after being given the treatment i.e. 52.92 average scores in the pre-test and 64.85 in the post-test. The classification score was from the “fair” to “good”, it means there was an improvement from the students.

REFERENCES


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