

Task-Based Language Teaching (TBLT) Learning Model using Worksheets to improve Japanese writing skills

Yenny Jeine Wahani¹

Universitas Negeri Manado, Tondano, Indonesia

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Abstract

This study aims to determine the effect of the application of Task-Based Language Teaching (TBLT) in the learning process of Goyou Bunseki course on Japanese language education students through semester V, Universitas Negeri Manado. This research is a class action research, data collection techniques in this research consist of tests and questionnaires. Based on the results, the application of Task-Based Language Teaching (TBLT) is proven to be effective in improving character learning outcomes in the Goyou Bunseki course of students. then Task-Based Language Teaching (TBLT) learning model can be used as an effective predictor in Japanese language learning and can be used as a guide for Japanese language teachers. This is also supported by student respondents in the questionnaire who agreed that Task-Based Language Teaching (TBLT) makes me have a responsible and disciplined character, learning activities using Task-Based Language Teaching (TBLT) have a positive impact.

Keywords: Task-Based Language Teaching (TBLT); Writing; Japanese

1. Introduction

Teachers have a very important role in implementing and preparing learners in the task-based language learning process. Teachers should have creativity and innovation in engaging learners and always take the initiative to increase learners' interest in using the target language. Task-Based Instruction (TBI), also known as task-based language teaching (TBLT), is a language teaching approach that focuses on the use of authentic language to accomplish meaningful tasks in the target language. In Task-Based Instruction (TBI), tasks are the main unit of instruction, and are designed to help students develop their communicative competence in a realistic and engaging way.

Gonzalez-Lloret (2014) define task-based teaching as providing activities for the benefit of students that can increase their interest and interaction in the classroom. The emphasis of this approach is to design tasks that can involve students to do activities with the target language. Meanwhile, Gilabert (2016) states task-based language teaching is a foreign language teaching approach that encourages learners to use authentic language by giving them a series of tasks to complete. It offers an alternative approach for foreign language teachers. Then, Samuda (2018) states that the task-based learning model provides advantages for learners because this approach focuses on students so that it can build students' habits in learning the language.

¹ Corresponding Author. Email: yennywahani@unima.ac.id
Telp. +62 895-8065-83917

The Task-Based Language Teaching model has become one of the increasingly popular approaches to language learning in recent decades. It emphasizes the use of authentic tasks to facilitate language learning in a more meaningful and real-life relevant way. In the context of Japanese language learning, TBLT offers great potential for improving language proficiency, especially in writing skills. Writing ability is one of the important aspects in mastering a foreign language. Through writing activities, students not only practice the grammar and vocabulary they have learned, but also develop critical thinking skills, analyze information, and express ideas in writing. However, many students experience difficulties in developing their Japanese writing skills, especially in terms of grammatical accuracy, vocabulary richness, and writing coherence. Worksheets are one of the effective tools in language learning. Worksheets can be designed to provide guidance and support to students in completing assigned tasks. By using structured worksheets, students can focus more on certain aspects of the task at hand, such as grammar, vocabulary, or text organization.

According to study Sari (2018) use Task Based Language Teaching (TBLT), The TBLT method was proven to increase student learning activities, interaction in learning, and student independence; (2) Increasing the average ability of students in writing scientific papers in the first cycle the results of 5.21 increased to 7.1 in the second cycle; and (3) The process of teaching and learning the writing of scientific works is more weighty, interesting, and enjoyable. This study was aimed to improve the writing skill of students English Department by using Task-Based Language Teaching (TBLT) in writing scientific paper. This research design of this study was Classroom Action Research (CAR) consisted of two cycles. The subject of the study were 30 students who took Introduction to Thesis Writing subject. The technique for collecting the data used test and observation. The researcher used quantitative and qualitative data analysis. This study aims to analyze the effectiveness of using the TBLT model with worksheets in improving students' Japanese writing skills. Identify the most effective types of worksheets to support Japanese writing learning. Identify students' perceptions of the use of TBLT model with worksheets in learning to write. This study is expected to contribute to the development of Japanese language learning, especially in an effort to improve students' writing skills.

2. Methods

This research is Classroom Action Research at Universitas Negeri Manado. The research subjects were 23 Japanese Language Education fifth semester students. The focus of the study was his study was aimed to improve the writing skill of students English Department by using Task-Based Language Teaching (TBLT) in writing scientific paper. This research design of this study was Classroom Action Research (CAR) consisted of two cycles. The subject of the study were 30 students who took Introduction to Thesis Writing subject. The technique for collecting the data used test and observation. The researcher used quantitative and qualitative data analysis model and Goyou Bunseki learning outcomes, which were used to improve students' learning outcomes during the learning process. The study consisted of two cycles; the first cycle took place in two meetings, and the second cycle also took place in two meetings. Students' learning outcomes in the first cycle were not perfect. Therefore, reflection was conducted in cycle II to achieve better learning outcomes. The data collection techniques in this study consisted of observation, tests, questionnaires, and interviews.

The level of student success is determined by cycle II of the research, which consists of various stages. It starts with planning, implementation, observation, and reflection. The four are related to each other because each start with the planning stage, where the research begins,

lesson plans are drawn up, activity sheets are made, and research instruments are made during the implementation stage. In addition, the researcher made observations of the teacher and students as research subjects. Furthermore, in the reflection stage, the researcher and the observation use the activities that have been carried out in the learning process and discuss the action plan.

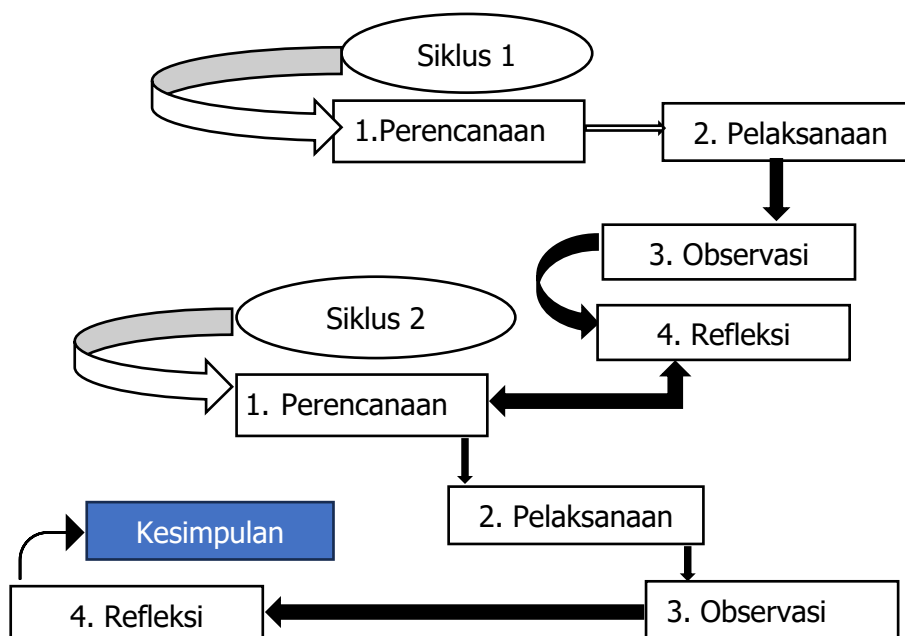


Figure 1: Kurt Lewin's Classroom Action in Suharsimi (Arikunto, 2007)

Cycle I

Cycles are conducted repeatedly until the objectives are achieved. Cycle I class action research will involve the following steps:

a. Planning

Starting with the problem identification from the initial observation, planning will be done by talking with fellow teachers about using TBLT model in learning. After discussion and direct observation of the learning process, the researcher makes a Learning Implementation Plan (RPP) using TBLT model.

b. Implementation

This stage sets the learning scenario. Teachers who will take action must understand the learning scenario thoroughly. Arikunto in Iskandar Dadang and Narsim (2015) mentions several things that teachers should pay attention to, such as (a) whether there is a match between implementation and planning, (b) whether the action process is smooth enough, (c) the situation of the process, (d) whether students do it with enthusiasm, and (e) the overall results. The next stage is the implementation stage, where educators and researchers make improvements or changes. This is referred to as the implementation of learning. In addition, this research was conducted using the TBLT Learning Model, which focuses on the cooperation and learning

outcomes of students, so that learning becomes more meaningful for educators and students. The learning steps to implement the action are as follows: First, determine the competencies to be achieved. Second, provide an overview of the material to be delivered. Third, prepare the necessary materials or tools, and make conclusions. Furthermore, students and educators conduct discussions about the results of observations.

c. Observation

The observation stage involves tracking the results and effects of the actions taken or used on students. Observation activities are carried out while the action is carried out. At this stage, data is collected on the implementation of the action plan that has been made, as well as the impact of the learning process and outcomes. This is done with the help of observation instruments that have been developed.

d. Reflection

This stage involves processing the information collected during observation. The data is analyzed and then compiled. An outsider may be involved in this data review process, as is the case when making observations. Thinking critically about the changes that occurred in the students, the classroom atmosphere, and the teacher. Based on the results of this reflection, the researcher and educator can make improvements to the initial plan. At this stage, reflection is carried out to determine the extent of the actions that have been carried out in one cycle to consider improvements for the next cycle. The activities carried out during the reflection stage are as follows: 1) Examining the same information and data obtained during the learning process; 2) Evaluating the success of achieving goals; 3) Identifying the shortcomings and advantages of learning methods; 4) Determining hypotheses for the next cycle of action; and 5) Understanding the actions or behaviors taken by students during the learning process.

CYCLE II

In cycle II, problems cannot be clearly identified because the data from the implementation of cycle I has not been obtained. However, if there are still problems in solving statistics problems, stages like cycle I will be carried out but without the material. This is done to avoid repeating material in cycle I and cycle II. However, elements related to Task-Based Language Teaching (TBLT) remain in the tasks and exercises. Tests, interviews, and observations were the data collection methods used in this study. The data analysis process of this research is as follows:

1. Data reduction

2. Data presentation a. Identification of student learning difficulties b. Percentage of Learning Outcome Completeness can be calculated using the following equation as follows:

$$KB = \frac{T}{Tt} \times 100\%$$

Keterangan:

KB = x 100%

Description: KB = Learning Completeness

T = number of scores obtained by students

Tt = total score

Each student is said to have completed his learning (individual completeness) if the proportion of correct answers of students is 65% and a class is said to have completed its learning (classical completeness) in that class there are 85% of students who have completed their learning (Depdikbud, 1996 in Trianto, 2008)

3. Verification

4. Conclusions.

3. Result and Discussion

This Classroom Action Research was conducted in the fifth semester at Universitas Negeri Manado, Goyou Bunseki course. Task-Based Language Teaching (TBLT) learning model was used to improve students' learning outcomes and enhance their character. The study consisted of two cycles; the first cycle took place in two meetings, and the second cycle also took place in two meetings. Students' learning outcomes in the first cycle were not optimal. Therefore, in the second cycle, a reflection was conducted to achieve student learning outcomes in the Goyou Bunseki course.

Cycle I Description

Planning

In the Goyou Bunseki course, the teacher made lesson plans using Task-Based Language Teaching (TBLT), then used research instruments, observation sheets for teachers and students, and made student worksheets.

Implementation

In carrying out the teacher's actions when conducting teaching activities, the first time the teacher does is to motivate students to determine student readiness, secondly, the teacher explains the learning objectives using Task-Based Language Teaching (TBLT) learning media. Then, the teacher gave some examples of how to analyze Japanese sentences correctly, and gave a little explanation of the sentence patterns that had been learned.

Observation

The	No	Completion rate	Percentage %	teacher
reviewed activities in and found problems:	1	Average	58,47	each student's the first cycle some students still did not give full attention and concentration to the lesson, students still did not understand the material, and students felt bored. There are two components to the observation of student learning outcomes: skills and non-skills.
	2	Classical Completion	34,78	

Cycle I data results using Task-Based Language Teaching (TBLT) in Goyou Bunseki learning can be seen from Table 1.

Table 1. Data results using CTL in Goyou Bunseki Cycle I

Table 2. Percentage of Classical Completion Rate Results Cycle I

Value (N)	Total (F)	F.N	Percentage
40	3	120	13,04%
50	5	250	21,73%
60	7	420	30,43%
65	5	325	21,73%
75	2	150	08,69%
80	1	80	04,34%
Total	23	1.345	100%

Reflections

Based on the initial data of Goyou Bunseki learning outcomes, the material of finding types of errors in Japanese sentences. The average score was 58.47, and 20 students had scores below 65, and 3 students had scores above 65.

Table 3. Data of Goyou Bunseki learning outcomes

No	Completion rate	Total (F)
1.	Average	58.47
2.	Scores below	20
3.	Above	3

The observation results produced several reflections, namely; Educators use time inefficiently, learning opportunities are uneven, and management of learning materials is not effective.

The observation results from students

- a. Students do not give full attention and concentration to learning activities
- b. Students do not do group work exercises seriously and disturb other friends
- c. Students look ignorant and bored; and d. Students perform in an orderly manner
- e. Students perform in an orderly manner. Students performed in an orderly manner
- f. Students were active and diligent.

The reflection results proposed the following

- a. Educators and researchers make teaching materials more effective
- b. Make more interesting media

- c. Provide opportunities for students to develop their creativity
- d. Educators pay attention to all students equally
- e. Create more interesting learning.

Cycle II Description

The results of the cycle II test showed that the average score of Goyou Bunseki on identifying types of errors in Japanese sentences was 65.86, and 15 students scored below 65.

Table 4. The results of the cycle II test

No	Completion rate	Total (F)
1.	Average	65.86
2.	Scores below	15
3.	Above	8

This showed a significant improvement because the classical learning completeness reached 65.21%. Comparison of Goyou Bunseki Test Results of Each Cycle after the Application of Task-Based Language Teaching (TBLT) Learning Model Table 3.

Table 5. Comparison of goyou bunseki Test Results Each Cycle.

Value	Cycle I		Cycle II	
	Total	%	Total	%
40	3	13,04%	-	-
45	-		1	04,34%
50	5	21,73%	-	-
55	-		3	13,04%
60	7	30,43%	4	17.39%
65	5	21,73%	7	30.43%
70	-		2	08.69%
75	2	08,69%	3	13,04%
80	1	04,34%	2	08.69%
85	-	-	1	04,34%
90	-	-	-	-

The data classically reached learning completeness, but there were still 1 student or 04.34%, 3 students 13.04%, and 17.39%. Four students are still not finished because the score is still below 65. The observation results showed that student results improved due to improvement efforts in learning Goyou Bunseki material on identifying forms of errors in Japanese sentences using Task-Based Language Teaching (TBLT) learning model. As shown in Table 2, the increase in the percentage of student exam results from cycle I and cycle II shows this improvement.

Table 6. Percentase of Classical Completion Rate Results Cycle I .

Cycle I		Cycle II	
Average	Completion	Average	Completion
58,47	34,78	65,86	65,21

Universitas Negeri Manado has a performance indicator that shows that the learning outcomes of the Goyou Bunseki field of study of fifth semester students have been completed if 70 percent of the students receive a score of 65 and above. The results of Task-Based Language Teaching (TBLT) learning model showed that the number of students who received a score of 65 and above reached 65.21 percent. Thus, most of the students have completed their learning of Goyou Bunseki with a significant increase in achievement. Although the Goyou Bunseki subject area is still not completed, it is natural because factors that affect students' learning outcomes can come from within themselves, such as their level of intelligence, interest, and learning motivation, among others. External factors, however, can include things like learning facilities, learning environment, parental guidance, and so on. The results of this study are still relevant when linked to theory. The contextual learning method Task-Based Language Teaching (TBLT) is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourage students to make connections between their knowledge and application. In addition, this method incorporates elements from outside the student that have an impact on the student's Goyou Bunseki learning outcomes. In their lives as family and community members, the contextual learning model Task-Based Language Teaching (TBLT) will create a learning atmosphere that prioritizes cooperation, support, fun, not boring, integrated learning, using various sources, active students, sharing with friends, critical students, and creative teachers. It is not the transfer of knowledge from the teacher that occurs, but learning occurs naturally through student activities. Students have the ability to develop their own knowledge and discover new concepts in the material they learn. This development increases students' character values.

After that, the questionnaire data analysis was used to determine student responses to the contextual learning model Task-Based Language Teaching (TBLT) method. The first step is to check and select the data collected from respondents. The data collected through questionnaires are student responses to the implementation of contextual learning model Task-Based Language Teaching (TBLT) in the Goyou Bunseki course. The questionnaires distributed were 23 respondents. As according to Sugiyono (2012: 95) the percentage analysis and score calculation formula for each question item are:

$$p = \frac{F}{N} \times 100\%$$

Keterangan: P = Presentase

F = Frekuensi

N = Jumlah Responden

Rata Persen = x 100%

The results of the analysis of the percentage of student response questionnaires are presented in Table 5.

Table 7. Student Response Agree and Disagree

No	Statement	Percentage			
		SS	S	TS	STS
1	The application of Task-Based Language Teaching (TBLT) makes learning Goyou Bunseki more interesting	86.95%	13.04%		
2	The application of Task-Based Language Teaching (TBLT) should only be used in learning Goyou Bunseki	21.73%	17.39%	60.86%	
3	The application of Task-Based Language Teaching (TBLT) is a learning method that helps to develop Japanese language skills	95.65%	04.34%		
4	Learning activities using Task-Based Language Teaching (TBLT) sharpen me for group cooperation	86.95%	13.04%		
5	Learning activities using Task-Based Language Teaching (TBLT) have a positive impact on me	95.65%	04.34%		
6	I am more free to develop my ideas when doing Japanese essays using Task-Based Language Teaching (TBLT) method	91.30%	08.69%		
7	Task-Based Language Teaching (TBLT) makes me have a responsible and disciplined character	82.60%	08.69%	08.69%	
8	Learning activities using Task-Based Language Teaching (TBLT) method make me more confident speaking Japanese in front of an audience	82.60%	08.69%	08.69%	
9	Learning activities using Task-Based Language Teaching (TBLT) motivate Japanese language learning	91.30%	08.69%		

Student response to the use of MatchCard is positive and can be seen as follows:

1. Task-Based Language Teaching (TBLT) can make students active.
2. Task-Based Language Teaching (TBLT) in learning Goyou Bunseki makes students learn to work together in solving problems.
3. Task-Based Language Teaching (TBLT) in Goyou Bunseki learning can motivate them to learn Japanese.
4. Task-Based Language Teaching (TBLT) in Goyou Bunseki is interesting.

Based on the table above, the highest percentage of those who agree is found in questionnaire no. 3 and 5 as much as (95.65%) that application of Task-Based Language Teaching (TBLT) is a learning method that helps to develop Japanese language skills, Learning

activities using Task-Based Language Teaching (TBLT) have a positive impact on me. In addition, those who disagree the most are found in questionnaire no. 2 as many as (60.86%) who disagree the application of Task-Based Language Teaching (TBLT) should only be used in learning Goyou Bunseki.

4. Conclusion

The application of Task-Based Language Teaching (TBLT) in the Japanese language teaching and learning process, especially in the Goyou Bunseki course, is effectively able to increase the value of character values, namely students are more active and able to solve problems during the learning process, students are creative and critical reasoning. The description of the increase is obtained from the first cycle score of 34.78 and the second cycle score of 65.21.

Based on the findings and discussion in the previous section, it is concluded that the application of Task-Based Language Teaching (TBLT) is proven to be effective in improving character learning outcomes in students' Goyou Bunseki courses. Therefore, Task-Based Language Teaching (TBLT) learning model can be used as an effective predictor in Japanese language learning and can be used as a guide for Japanese language teachers. This is also supported by student respondents in the questionnaire who agree that the application of Task-Based Language Teaching (TBLT) makes me have a responsible and disciplined character, learning activities using Task-Based Language Teaching (TBLT) have a positive impact.

This study shows that the application of TBLT with worksheets is an effective approach to improve students' Japanese writing skills. The use of varied and structured worksheets has helped students in understanding the task, organizing ideas, and producing better writing. However, this study has some limitations, such as limited sample size and focus on one aspect of writing ability. For future research, it is recommended to conduct a larger scale study and explore other aspects of writing ability, such as revision and editing. The findings of this study have significant implications for Japanese language learning practices, especially in terms of developing students' writing skills.

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