

## Improving Student's Writing Ability through Task-Based Learning Worksheets Model

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### Abstract

The four language skills that must be mastered by students include listening skills, speaking skills, reading skills, and writing skills. Among the four skills, writing skills are the least possessed by students. This can be seen from the value of the assignments given to students. This value does not meet the minimum completeness requirement of 75. Students only complete sober assignments without want to try as much as possible. This problem was also confirmed by the results of the interviews, which stated difficulties and confusion in understanding the assignments given, and even students had difficulty expressing ideas in written form. The purpose of this research is to improve students' writing skills through the application of task-based learning worksheets model. The research method is classroom action research. The sample used was 25 students, and the data collection technique used was observation and testing. The increase in writing ability occurred in cycle III. The results in cycle III for each indicator were good, as shown as follows: the composition achievement indicators obtained a value of 94%; cohesion and cohesion obtained a value of 98%; style and form of language obtained a value of 93%; mechanics and punctuation obtained a value of 95%; grammar and spelling obtained a value of 90%; and neatness of writing obtained a value of 90%.

**Keywords:** *English language skills, task-based learning worksheets model, writing skill, writing assessment rubric.*

### Abstrak

*Empat keterampilan berbahasa yang harus dikuasai oleh siswa meliputi keterampilan menyimak, keterampilan berbicara, keterampilan membaca, dan keterampilan menulis. Di antara keempat keterampilan tersebut, keterampilan menulis adalah yang paling kurang dikuasai oleh siswa. Hal ini terlihat dari nilai tugas yang diberikan kepada siswa, di mana nilai tersebut tidak memenuhi kriteria ketuntasan minimal (KKM) yaitu 75.*

Siswa hanya menyelesaikan tugas seadanya tanpa ada keinginan untuk berusaha semaksimal mungkin. Masalah ini juga diperkuat oleh hasil wawancara yang menyatakan adanya kesulitan dan kebingungan dalam memahami tugas yang diberikan, bahkan siswa mengalami kesulitan dalam menuangkan ide ke dalam bentuk tulisan. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan menulis siswa melalui penerapan model lembar kerja pembelajaran berbasis tugas (*task-based learning worksheets*). Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (*PTK*). Sampel yang digunakan berjumlah 25 siswa, dan teknik pengumpulan data yang digunakan adalah observasi dan tes. Peningkatan kemampuan menulis terjadi pada siklus III. Hasil pada siklus III untuk setiap indikator terkategori baik, dengan rincian sebagai berikut: indikator pencapaian komposisi memperoleh nilai 94%; kohesi dan koherensi memperoleh nilai 98%; gaya dan bentuk bahasa memperoleh nilai 93%; mekanik dan tanda baca memperoleh nilai 95%; tata bahasa dan ejaan memperoleh nilai 90%; serta kerapian tulisan memperoleh nilai 90%.

**Kata Kunci:** keterampilan bahasa Inggris, keterampilan menulis, model lembar kerja pembelajaran berbasis tugas, rubrik penilaian menulis.

## 1. Introduction

Language as a communication tool plays an important role in life. Everything that is thought, felt, experienced, or internalized by someone can be conveyed properly if someone is able to express it in language both orally and in writing. One can acquire good language skills through language learning. There are four language skills that must be mastered by students: listening, speaking, reading, and writing. These skills can be grouped into receptive and productive skills. Receptive skills include reading and listening skills, while productive skills include speaking and writing skills. Productive skills are related to each other. Both express something orally and in writing. However, disclosure in writing is more difficult because there are several things that must be considered. This is also an obstacle for students' writing skills.

Language serves as a crucial communication tool that plays a fundamental role in human life. Everything that an individual thinks, feels, experiences, or internalizes can only be effectively conveyed if they possess the ability to express it through language, both orally and in writing. In an educational context, acquiring proficient language skills is a result of structured language learning. There are four primary pillars that students must master: listening, speaking, reading, and writing (Brown, 2000). These skills are typically categorized into two groups: receptive skills (reading and listening) and productive skills (speaking and writing) (Harmer, 2007).

While productive skills are interrelated in terms of expressing ideas, writing is often regarded as the most challenging aspect. Unlike oral communication, expressing ideas in written form requires higher precision because it involves various complex technical components (Hyland, 2003). Evidence from the field indicates that writing is the skill least mastered by students compared to the other three competencies. This is reflected in student assignment scores, which fail to meet the Minimum Completeness Requirement (KKM) of 75. According to Fareed et al. (2016), such low achievement is often driven by a lack of linguistic competence, writing anxiety, and a tendency among students to complete assignments superficially without maximum effort.

These issues are further compounded by internal barriers students face when attempting to translate their thoughts into systematic written form, often struggling with vocabulary and structural organization (Byrne, 1995). Without a strong understanding of writing, student scores will continue to fall below expected learning outcomes, despite writing being a vital skill for their future success. Consequently, a pedagogical solution is required to bridge this gap. This study proposes the implementation of a Task-Based Learning Worksheets model as a strategic effort to improve students' writing skills. As noted by Nunan (2004), task-based approaches can significantly enhance student initiative and engagement by providing authentic contexts for language use, specifically in improving composition, cohesion, mechanics, and grammar. The lack of understanding of students in writing results in low scores that are not in accordance with the expected learning outcomes. In fact, writing ability is a skill that must be mastered by students to support their future.

## 2. Literature Review

To increase effectiveness and efficiency in the learning process, the use of information and communication technology is needed. The application of technology and information in the learning process

includes worksheet models. This worksheet will allow the learning process to be active and creative. Worksheets also facilitate interaction between students and material, use of information and communication technology is needed.

The application of technology and information in the learning process includes worksheet models. This worksheet will allow the learning process to be active and creative. Worksheets also facilitate interaction between students and material, lecturers, and fellow students. With such conditions, students can further strengthen their mastery of learning material. The application of this worksheet can be done through task-based learning. Basically, task-based learning is a learning model that requires students to learn in real terms. This learning model requires students to practice in real terms by applying theory to a project that can be done individually or in groups.

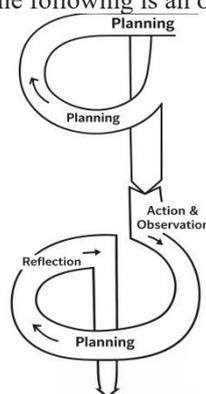
The task-based learning method, which is devoted to language learning, emphasizes the negotiation of meaning, which is processed by communicative task completion activities and provides opportunities to practice language in the context of meaning, engages participants with authentic language, and the process of language production contextually, where language is not the goal but tools to achieve learning targets.

A rubric is an assessment of student work using assessment instructions or indicators. In general, the assessment uses a rubric divided into two categories: holistic and analytic rubrics. The two assessment rubrics are included in the performance assessment. The descriptor in the assessment using a holistic rubric is a criterion for producing a single score. The analytical assessment has detailed indicators of competency achievement. Each language competency (listening, speaking, reading, and writing) has its own rubric.

The rubric for writing assessment always pays special attention to certain components needed to make good writing. The main components are: organization, content, grammar, style, vocabulary, and mechanic. Organization includes preliminary effectiveness, logical and chronological order of ideas, suitability, and conclusion. Content includes statements, related ideas, the development of ideas through experiences, illustrations, facts, opinions, the use of description, cause and effect, comparison, and consistency of focus. Grammar covers how words are arranged into sentences. Vocabulary includes choosing the right words to develop and express ideas. Mechanics include spelling, punctuation, references, if any, tidiness, and appearance.

### 3. Methods

This research is classroom action research (CAR), with each cycle consisting of planning, action, observation, and reflection. Kemmi S. and M.C. Tangart emphasized that CAR is a self-reflection cycle in the form of a spiral in order to carry out a process of improving conditions and to find new ways that are better and more effective in achieving more optimal results. The following is an overview of the implementation:



**Figure 1. Class Action Research Procedures According to Kemmi S. and M.C. Tangart**

The results of the problems that have been solved are known, and the implementation of this class action research is planned to consist of three cycles, each consisting of two meetings with six phases, namely action planning, action implementation, action observation, and reflection on the actions that have been carried out in each cycle. This Classroom Action Research Report explains the success of lecturers in implementing task-based learning worksheets to improve students' writing skills. This analysis was carried out to find out in more detail each activity carried out during the 3 activity cycles: activity 1 was the initial activity of students using LK-TBL, then cycle 2 and cycle 3 were remedial activities. The number of students participating in online learning is 25, with various ethnicities, religions, and genders, so that the learning process becomes interesting and varied. Learning

takes place online, so there are many things that make the learning process more diverse, and there are many activities experienced by students.

#### 4. Result and Discussion

##### 4.1 Result

The results of this study indicate that with worksheets making a contribution to student activities, this was also suggested by Engman (2021) explaining how the teacher-student dependency on using worksheets on relational knowledge and colonial language frames the scaffolding of translanguaging practice and opens up discursive space for students to experiment, play and learn, also known as worksheets highlighting how a teacher-student negotiates the ideological and material conditions that shape the learning and use of Indigenous languages in colonial institutions (schools) which have long been tools of assimilation and elimination, things that Schuld (2016) demonstrated significantly better classification performance using the revised 2013 worksheet possibly due to the grouping of myotomes and dermatomes based on body side and correct horizontal alignment, with the proven advantage of this new layout.

Based on the explanation, it is clear that worksheets really help the performance of teachers or lecturers in supporting the learning process by replacing conventional or also called colonial learning processes and making the learning process directed and measurable. It is very pleasant to use worksheets, which also helps students' difficulties in determining what points will be achieved.

These results explain that using the method of repair or reflection of activities makes it easier for lecturers to determine the right worksheets used by students for writing activities. The increase obtained in each cycle also shows a significant value, as shown in the following figure:

Pie Chart of the Percentage Increase in Students' Writing Ability

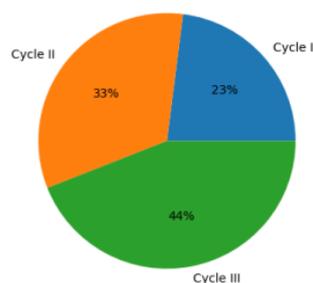


Figure 2. Percentage Pie Graph of Student Writing Ability Improvement

Figure 2 correctly explains that the first cycle of students was only able to obtain writing skills of 23%, or an average score of only 47.83, and learning completeness only reached the low category, whereas in cycle II, students experienced an increase of 10% from cycle I with a value of 33%, or an average value of 70.17, and learning completeness in the medium category, and cycle III was getting better with an increase of 11% from cycle II, with a value of 44%. with an average value of 93.33 and completeness in the high category.

##### 4.2 Discussion

Worksheets are arranged according to task-based learning. Purdam (2016) explains that with Task Based Learning providing opportunities to embed learning in new ways by integrating knowledge, practice, and critical reflection, Task Based Learning can create a dynamic learning environment and empower students to develop their identities as researchers. Moore and Lorenzo (2015) assert that with Task Based Learning, being able to reflect on their production process provides insight into the difficulties content teachers can have in integrating language into their subject teaching, and reviewing these materials generates a taxonomy of activity types. This is in accordance with the results obtained by the researcher by making many improvements in action and contributing to students' participation in good writing activities. From the results, it is known that there is an increase in students' writing skills, according to indicators of writing ability. This explains and emphasizes Sheets Task-Based Learning work is able to link activities to evaluations needed by students. In cycle III, many improvements and additional processes were made at task-based learning worksheet, making it easier for

students and lecturers to be open to completing the expected tasks. The results in cycle III for each indicator were of good value; this is shown as follows: The composition achievement indicators obtained a value of 94%; cohesion and cohesion of 98%; style and form of language by 93%; mechanics and punctuation by 95%; grammar and spelling by 90%; and neatness of writing by 90%.

Thus, task-based learning worksheets model is able to provide fun learning; students are even able to turn writing assignments into project assignments. By starting to determine themes based on direct observation in the environment, students are free to determine interesting writing to complete, and students and lecturers can also interact to create communication in completing the project assignments. This does not burden the learning process but creates learning that adapts to students' needs since acquiring English language skills requires interactive teaching learning process (Ramadhani, 2025)

## 5. Conclusion

Writing ability with task-based learning worksheet model with 25 students in cycle I (cycle I students were only able to obtain writing ability of 23% or with an average score of only 47.83 and learning completeness only reached the low category), while in cycle II students experienced an increase of 10% from cycle I with a value of 33% or with an average value of 70.17 and completeness in the medium category, and cycle III is getting better with an increase of 11% from cycle II, with a value of 44% with an average value of 93.33 as well as completeness in the high category. The increase in writing skills occurred in cycle III; the results in cycle III show that each indicator had a good value; this is shown as follows: The composition achievement indicators obtained a value of 94%; cohesion and cohesion of 98%; style and form of language by 93%; mechanics and punctuation by 95%; grammar and spelling by 90%; and neatness of writing by 90%.

Task-based learning worksheets model is able to provide fun learning; students are even able to turn writing assignments into project assignments by prioritizing their ability to determine what writing will be completed so that they are able to evaluate activities properly.

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