The Effect of Task-Based Learning on Tenth Grade Students' Writing Skills at SMK Medika Samarinda

THESIS

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULITY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF WIDYA GAMA MAHAKAM SAMARINDA

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THE EFFECT OF TASK-BASED LEARNING ON TENTH GRADE STUDENTS' WRITING SKILLS AT SMK MEDIKA SAMARINDA

THESIS

Submitted in fulfilment of requirements for the Bachelor degree of English Language Education Department Faculty of Teacher Training and Education University of Widya Gama Mahakam

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PAGE OF APPROVAL

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The writer, Natalia Angelita, was born in Tenggarong Seberang on December 24, 2003. The writer is the second child of Panel Agan and Levyati Hasan. The writer began her formal education at SD Negeri 028 Tenggarong Seberang in 2010. In 2011, the writer continued her elementary education at SD Negeri 014 Tenggarong Seberang and graduated in 2015. The writer then continued her study at SMP Negeri 2 Tenggarong Seberang from 2015 to 2018. After graduating from junior high school, the writer pursued her vocational education at SMK Medika Samarinda from 2018 to 2021. In 2022, the writer enrolled in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Widya Gama Mahakam Samarinda. The writer completed her undergraduate study and earned her Bachelor's degree in English Education in 2026. During her undergraduate study, the writer participated in the School Field Practice Program (Praktik Lapangan Persekolahan/PLP) at SMK Medika Samarinda and the Community Service Program (Kuliah Kerja Nyata/KKN) in Bhuana Jaya Village. The writer also actively participated in the English Student Committee (ESC) and served as the General Treasurer for the 2024–2025 period.

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hereby declares that the undergraduate thesis entitled "*The Effect of Task-Based Learning on Tenth Grade Students' Writing Skills at SMK Medika Samarinda*" is the writer's own original work. All ideas, data, and findings presented in this thesis were obtained and developed by the writer. Any information, quotations, or references taken from the works of other authors have been properly acknowledged and cited in accordance with academic writing standards.

The writer further declares that this thesis has never been submitted, either in whole or in part, to fulfil the requirements for any academic degree at this or any other higher education institution.

This declaration is made truthfully and with full responsibility. Should this statement be proven otherwise in the future, the writer is willing to accept any academic consequences in accordance with the regulations of Universitas Widya Gama Mahakam Samarinda.

Samarinda, 01 July 2026

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ABSTRACT

Angelita, Natalia, 2026. "The Effect of Task-Based Learning on Students' Writing Skills at SMK Medika Samarinda." Bachelor Thesis, English Education Department, Widya Gama Mahakam Samarinda University. Advisor:(1) Widi Syahtia Pane, M.Pd. (2) Godefridus Bali Geroda, M.Pd.

This research investigated the effect of Task-Based Learning (TBL) on the writing skills of tenth-grade students at SMK Medika Samarinda. The study was conducted based on the students' difficulties in developing ideas, organizing paragraphs, using grammar accurately, and selecting appropriate vocabulary in writing activities. In addition, classroom learning was still dominated by conventional teaching methods, which caused students to become less active and less confident during the writing process. Therefore, Task-Based Learning was implemented to provide meaningful and interactive learning experiences that could improve students' writing performance. This research applied a quantitative approach using a pre-experimental one-group pre-test and post-test design. The participants of this study were 20 students of class X Pharmacy C in the academic year 2025/2026. The research instrument was a writing test in the form of Procedure Text writing tasks, which were assessed using an analytic scoring rubric covering content, organization, vocabulary, grammar, and mechanics. The implementation of Task-Based Learning was conducted in four meetings through the stages of Pre-Task, Task Cycle, and Language Focus. The collected data were analyzed using descriptive statistics, normality testing, inter-rater reliability testing, and paired sample t-test. The findings revealed that the students' mean score increased from 40.80 in the pre-test to 64.70 in the post-test, indicating improvement in students' writing skills after the treatment. The result of the paired sample t-test showed that the significance value was lower than 0.05 ($p < 0.001$), which indicated that there was a statistically significant difference between the pre-test and post-test scores. Furthermore, the inter-rater reliability test showed very high reliability with Pearson correlation coefficients of 0.976 for the pre-test and 0.988 for the post-test. Based on these findings, it can be concluded that Task-Based Learning had a positive and significant effect on students' writing skills, particularly in developing ideas, organizing texts, and improving grammar accuracy in writing activities.

Keywords: *Task-Based Learning, Writing Skills, Procedure Text, Vocational High School Students, EFL Writing*

MOTTO

“I can do all things through Christ who gives me strength.”

---Philippians 4:13---

PREFACE

First of all, the writer would like to express sincere gratitude and praise to Almighty God Jesus for His goodness, love, and blessings, which have enabled the writer to complete this Thesis successfully. Through His grace and guidance, the writer has been granted health, strength, and the ability to accomplish this thesis as one of the academic requirements.

This thesis entitled "The Effect of Task-Based Learning on Students' Writing Skills at SMK Medika Samarinda" is submitted as one of the requirements for obtaining a Bachelor's Degree in Education at Universitas Widya Gama Mahakam Samarinda**.**

During the process of completing this thesis, the writer realizes that this work could not have been accomplished without the support, guidance, motivation, and assistance from many parties, both directly and indirectly. Therefore, the writer would like to express the deepest gratitude to:

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The writer realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly expected for the improvement and refinement of this research in the future. The writer hopes that this thesis will provide benefits for readers and contribute to the development of educational knowledge, particularly in English language teaching.

Samarinda, July 2026

The Writer

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CHAPTER I

INTRODUCTION

A. Background of The Study

English plays an important role in vocational high school education because students are prepared not only for academic achievement but also for future professional careers. Among the four language skills, writing is considered one of the most essential competencies since vocational students are required to communicate ideas and information through written forms such as reports, procedures, and workplace documents. Suli et al. (2025) state that vocational graduates are expected to possess sufficient English writing skills to meet workplace communication demands, indicating that writing competence contributes significantly to students' career readiness.

Despite its importance, writing is often considered the most challenging skill for English as a Foreign Language (EFL) learners. Writing requires students to generate ideas, organize them logically, and apply appropriate grammar and vocabulary simultaneously. Siregar et al. (2022) report that vocational students commonly experience difficulties in organizing ideas and expressing thoughts effectively in written English, which eventually decreases their motivation and confidence in writing activities. Consequently, teaching practices that rely mainly on theoretical explanation without meaningful practice tend to limit students' writing development.

Based on the researcher's teaching experience during the Teaching Practice Program (PLP) conducted at SMK Medika Samarinda, it was observed that

many students experienced difficulties particularly in writing activities. Students often struggled to develop ideas, construct sentences, and maintain coherence in their written texts. These conditions indicate that students require an instructional approach that not only engages them actively but also facilitates measurable progress in writing performance. Therefore, it is necessary to examine whether a particular teaching method can produce a significant effect on students' writing skills.

To strengthen the preliminary observation, the researcher also distributed a questionnaire to the English teacher at SMK Medika Samarinda after the preliminary observation stage. The questionnaire was administered online and consisted of 19 questions, including 16 Likert-scale statements ranging from strongly to strongly disagree and 3 open-ended questions. The questionnaire aimed to identify students' writing difficulties, classroom participation, and the teaching methods commonly used during writing instruction.

Based on the questionnaire results, the English teacher stated that many students still experienced difficulties in writing English texts, especially in grammar, vocabulary, and organizing ideas. The teacher also explained that students often showed low motivation and lacked confidence during writing activities. In addition, the learning process was still dominated by conventional teaching methods, causing students to become less active and less engaged during classroom activities. Therefore, the teacher considered that students needed more interactive and meaningful learning activities to improve their writing skills effectively.

Furthermore, the teacher agreed that Task-Based Learning could become an appropriate instructional approach because it encourages students to participate actively, collaborate with classmates, and practice writing through meaningful tasks. The teacher also stated that Procedure Text was suitable to be taught using Task-Based Learning since the material is closely related to students' daily activities and vocational contexts.

Task-Based Learning (TBL) is recognized as a learner-centered approach that emphasizes meaningful language use through task completion. Rod Ellis explains that Task-Based Learning encourages students to actively use language to achieve communicative outcomes rather than focusing solely on linguistic forms. Through meaningful and structured tasks, students are guided to produce language in realistic contexts. Previous research by Mindiola Rivas and Vaca Cárdenas (2024) found that task-based instruction significantly enhances students' ability to develop ideas and organize written texts because learners focus on completing authentic and contextualized tasks.

Considering the writing difficulties faced by vocational students and the theoretical advantages of Task-Based Learning, it is important to investigate its effectiveness empirically. Therefore, this study aims to examine the effect of Task-Based Learning on tenth-grade students' writing skills at SMK Medika Samarinda by comparing students' writing performance before and after the implementation of the treatment. Through statistical analysis, this research seeks to determine whether Task-Based Learning produces a significant effect on students' writing achievement.

B. Identification of The Problem

Based on the background of the study, it can be identified that vocational high school students still face several difficulties in developing their writing skills. Students often experience problems in generating and organizing ideas systematically when producing written texts. In addition, limited vocabulary mastery and inappropriate grammatical usage frequently influence the quality of students' writing. The teaching and learning process of writing also tends to be less engaging and provides limited opportunities for meaningful practice, which leads to low motivation and lack of confidence among students in completing writing tasks. These conditions indicate the necessity of applying an effective instructional approach that can actively engage students and support the improvement of their writing skills.

C. Limitation of The Problem

This study focuses on examining the impact of Task-Based Learning on students' writing skills at the ten grade of SMK Medika Samarinda. The study is limited to students' writing performance measured through the components of content, organization, vocabulary, grammar, and mechanics using a one-group pre-test and post-test research design.

D. Formulation of The Problem

Is there any significant difference in students' writing scores before and after the implementation of Task Based Learning?

E. Research Purposes

To examine whether there is a significant difference in students' writing scores before and after the implementation of Task Based Learning.

F. Significance of The Study

Theoretically, the research offers empirical evidence that supports the development of English Language Teaching, particularly in relation to the effectiveness of Task-Based Learning as an instructional approach in enhancing the writing skills of vocational high school students.

Practically, the implementation of Task-Based Learning is anticipated to assist students in improving their writing ability through meaningful and engaging learning activities that encourage active participation in the learning process. In addition, the findings of this study may serve as an alternative reference for English teachers in selecting appropriate and effective instructional strategies for teaching writing within vocational education settings. Furthermore, the results of this research are expected to support schools in improving English teaching practices that are more relevant to vocational competencies and workplace communication demands. Finally, this study may also provide valuable insights and references for future researchers who intend to conduct further investigations related to the application of Task-Based Learning and the teaching of writing in English as a Foreign Language (EFL) classrooms.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Conceptual Description

1. Writing Skills

Writing plays an important role in English course, particularly in vocational high schools. It also teaching them helps students to effectively express the ideas and information (Yuniati Rachman & Nur Yusuf, (2024). Writing is a talent which is not only equally beneficial in academic work but also relevant to a person's future career. Vocational students also need to learn how to write for workplace purpose sunch as reports and procedures.

Suli et al., (2025) state that vocational students are expected to use English writing skills in practical situations that reflect real workplace needs. Therefore, writing instruction in vocational schools should focus on meaningful and functional writing activities.

However, writing is often considered one of the most difficult skills for EFL learners. According to Gebanath (2019), writing requires students to generate ideas, organize them logically, and apply correct grammatical structures simultaneously. Many vocational students face difficulties in organizing ideas, using appropriate vocabulary, and applying grammatical rules, which makes writing a complex and challenging process.

In addition, writing skills in vocational education are closely related to English for Vocational Purposes (EVP). As explained by Yuniati Rachman & Nur Yusuf, (2024), EVP emphasizes the use of English to meet workplace and industry

demands. Therefore, improving students' writing skills is essential to prepare vocational high school students for future employment and professional environments.

a. Definition of Writing Skills

Writing skills can be defined as the ability to produce written texts that effectively communicate ideas and information to readers. Gebanath (2019) points out that writing is a process of planning, drafting, re-writing, and editing to create meaningful texts which require ideas, language knowledge, and appropriate strategies. Similarly, writing composition is started from choosing an appropriate topic, followed by pre-writing, drafting, revising, and editing stages, indicating that writing development involves a systematic and continuous process (Pane, 2018).

Yuniati Rachman & Nur Yusuf, (2024) define writing skills as the ability to express thoughts and ideas in written form by using appropriate vocabulary, grammar, and text organization. Writing is not merely a mechanical activity but a reflective process that allows students to develop critical thinking and language competence.

b. Importance of Writing Skills for Vocational High School Students

Writing skills play a crucial role in vocational high school education because they directly support students' future careers. According Suli et al., 2025, vocational graduates are expected to possess adequate English writing skills to meet workplace communication demands. Writing skills are essential for preparing job application letters, reports, and technical

documents. Yuniati Rachman & Nur Yusuf, (2024) emphasize that good writing skills enhance students' employability and competitiveness in the job market. Students who are able to write clearly and accurately are better prepared to communicate professionally in industrial and business settings.

Despite its importance, many vocational students still experience difficulties in writing. (Gautam, 2019) notes that students often struggle with generating ideas, organizing paragraphs, and applying correct grammar and vocabulary. These difficulties may reduce students' motivation and confidence in writing. Therefore, effective teaching strategies are needed to help vocational students improve their writing skills and overcome these challenges.

Writing skills consist of several components that determine the quality of a written text. According to (Gautam, 2019)the main components of writing skills include content, organization, vocabulary, grammar, and mechanics. These components are commonly used as criteria in writing assessment. Content refers to the ideas and information presented in the text. As stated by Yuniati Rachman & Nur Yusuf, (2024), good content shows that students are able to develop relevant ideas and convey them clearly.

2. Components of Writing Skills

Writing skills consist of several components that contribute to the overall quality of a written text. These components are commonly used as criteria in writing assessment and rubrics. The main components of writing skills include content, organization, vocabulary, grammar, and mechanics.

3. Task-Based Learning

a. Definition of Task-Base Leraning

The basic idea of Task-Based Learning is rooted in the idea that language learning becomes more effective when students are actively use the language to complete meaningful tasks. Van den Branden (2006) defines a task as an activity that requires learners to use language to achieve a clear outcome, with primary focus on meaning rather than on linguistic form. Therefore, success in learning is measured not only by grammatical accuracy but also by the learner's ability to convey meaning effectively.

Ellis (2003) explains that a task in Task-Based Learning has several key characteristics, including a communicative goal, a clearly defined outcome, and the use of language as the main means to achieve that outcome. In writing instruction, tasks may involve writing descriptive texts, reports, job application letters, or other texts that are relevant to students' academic and vocational needs. This is supported by the findings of Mindiola Rivas and Vaca Cárdenas (2024), who state that context-based writing tasks help students develop ideas and organize their writing more effectively.

b. Task-Based Learning in Teaching Writing

The implementation of Task-Based Learning in writing instruction provides students with opportunities to develop writing skills in a gradual and meaningful way. According to Graham and Perin (2007), writing skills develop more effectively when students are given frequent opportunities to

practice writing in meaningful contexts. Task-Based Learning supports this process by offering structured writing tasks that guide students through idea generation, organization, and revision.

In the context of vocational high schools, Task-Based Learning is highly suitable because writing tasks can be designed to match students' vocational needs, such as writing work reports, job application letters, or product descriptions. As a result, writing instruction not only enhances students' academic writing skills but also equips them with practical writing abilities that are useful for their future careers.

4. Procedur Text

a. Definition of Procedure Text

Procedure text is a type of text that provides instructions or directions on how to complete a task, make something, or operate an object through a sequence of logical steps. According to Anderson and Anderson (2003), a procedure text is designed to explain how something is accomplished by presenting a series of actions in the correct order. Similarly, Gerot and Wignell (1994) state that procedure texts aim to describe the steps required to achieve a particular goal.

In the Indonesian vocational high school curriculum, procedure text is one of the text types that students are expected to master because it develops their ability to communicate instructions clearly and systematically in both academic and workplace contexts.

b. Social Function of Procedure Text

The social function of a procedure text is to provide clear and accurate instructions so that readers can complete a task or achieve a particular goal successfully. According to Gerot and Wignell (1994), procedure texts help readers perform activities by following a sequence of ordered steps. Therefore, the information presented must be logical, easy to understand, and arranged systematically.

c. Generic Structure of Procedure Text

According to Anderson and Anderson (2003), a procedure text generally consists of three main parts:

1. Goal

   States the purpose or objective of the procedure.

2. Materials (or Ingredients)

   Lists the tools or materials needed to complete the procedure. This section may be omitted if no special materials are required.

3. Steps

   Presents a sequence of actions that should be followed in the correct order to achieve the intended goal.

   A well-organized generic structure enables readers to understand and follow the instructions effectively.

d. Language Features of Procedure Text

Procedure texts have several distinctive language features. Accordingto Gerot and Wignell (1994), these include:

1. the use of imperative verbs (e.g., mix, cut, pour, stir);
2. the use of action verbs;
3. the use of sequencing words such as first, next, then, after that, and finally;
4. the use of the simple present tense;
5. the use of adverbs to describe how an action is performed;
6. clear, concise, and sequential sentences.

These language features help ensure that the instructions are easy to understand and follow.

e. Writing Procedure Text

Writing a procedure text requires students to organize ideas into a logical sequence while applying appropriate grammar, vocabulary, and text organization. Students must identify the goal, determine the necessary materials, and write the steps in a coherent order using appropriate imperative verbs and sequencing words.

In this study, students were required to write a procedure text individually during both the pre-test and post-test. Their writing was assessed using an analytic scoring rubric covering content, organization, vocabulary, grammar, and mechanics.

f. The Relevance of Procedure Text for Vocational High School Students

Procedure text is particularly relevant for vocational high school students because they are expected to communicate practical instructions related to their field of study. Many vocational activities, such as operating equipment, preparing products, conducting laboratory procedures, or providing services, require students to explain processes clearly and systematically.

Learning to write procedure texts also helps students develop communication skills that are useful in academic learning as well as future workplaces. Therefore, mastering procedure text supports vocational students in producing accurate, organized, and meaningful written instructions.

B. Previous Studies

Table 1 Comparison of Previous Studies

No.	Researcher	Focus of the Study	Research Design	Main Findings	Similarities with the Present Study	Differences from the Present Study
	Stasya et al. (n.d.)	The implementation of TBL to improve academic writing	Classroom Action Research	Students' writing scores improved significantly, and TBL increased students' participation in learning.	Both studies investigated the implementation of TBL to improve writing skills.	Their study used Classroom Action Research, whereas the present study employed a pre-experimental one-group pre-test–post-test design involving vocational high school students.

	Sari et al. (2023)	The impact of TBLT on writing anxiety	Qualitative (Interview)	TBLT reduced writing anxiety and supported students through authentic tasks.	Both studies investigated the use of TBL in writing instruction.	Their study focused on undergraduate students and writing anxiety, whereas the present study focused on writing achievement of vocational high school students.
	Pohan et al. (2025)	TBL for argumentative writing and critical thinking	Experimental	TBL improved argumentative writing and critical thinking.	Both studies found that TBL contributed to students' writing development.	Their study focused on argumentative writing, while the present study focused on Procedure Text writing.
	Mindiola Rivas & Vaca Cárdenas (2024)	TBL for EFL students' writing proficiency	Experimental	TBL improved students' writing proficiency and learning engagement.	Both studies examined the effect of TBL on students' writing skills.	The present study focused on vocational high school students in Indonesia and Procedure Text writing.
	Azmy & Nanda (2024)	TBLT for language skills	Literature review	TBLT enhanced writing and other language skills.	Both studies emphasized the benefits of TBL for writing development.	The present study measured writing improvement through pre-test and post-test using an analytic scoring rubric.

	Siregar et al. (2022)	TBL in vocational high school	Educational research	Task-oriented learning helped vocational students improve writing and workplace communication.	Both studies involved vocational high school	The present study specifically investigated Procedure Text and employed inter-rater reliability analysis.
	Yuniati Rachman & Nur Yusuf (2024)	Text-Based Approach and writing	Experimental	TBA improved students' writing quality in several aspects.	Both studies focused on improving writing skills.	Their study used a Text-Based Approach, whereas the present study implemented Task-Based Learning.

Table 1 shows that previous studies consistently reported positive contributions of Task-Based Learning and similar instructional approaches to students' writing development. Most studies found improvements in writing achievement, grammar, vocabulary, classroom participation, or writing confidence across different educational contexts.

However, several research gaps remain. First, relatively few studies have focused on vocational high school students, particularly in the Indonesian context. Second, most previous studies examined general writing ability or other writing genres rather than Procedure Text. Third, limited attention has been given to the use of analytic scoring rubrics and inter-rater reliability to ensure objective writing assessment. Therefore, the present study aims to address these gaps by investigating the implementation of Task-Based Learning in improving vocational high school

students' Procedure Text writing through a pre-experimental one-group pre-test–post-test design supported by analytic scoring and inter-rater reliability analysis.

C. Theoretical Framework

The theoretical framework of this research is built on the integration of writing challenges in Vocational High Schools and the pedagogical benefits of Task-Based Learning (TBL). Writing is a complex productive skill that requires not only grammatical knowledge but also the ability to organize ideas and use appropriate vocabulary (Gautam, n.d.) However, students in vocational programs often struggle with these aspects, leading to low motivation and difficulty in meeting industry-standard communication needs (Siregar et al., 2022)

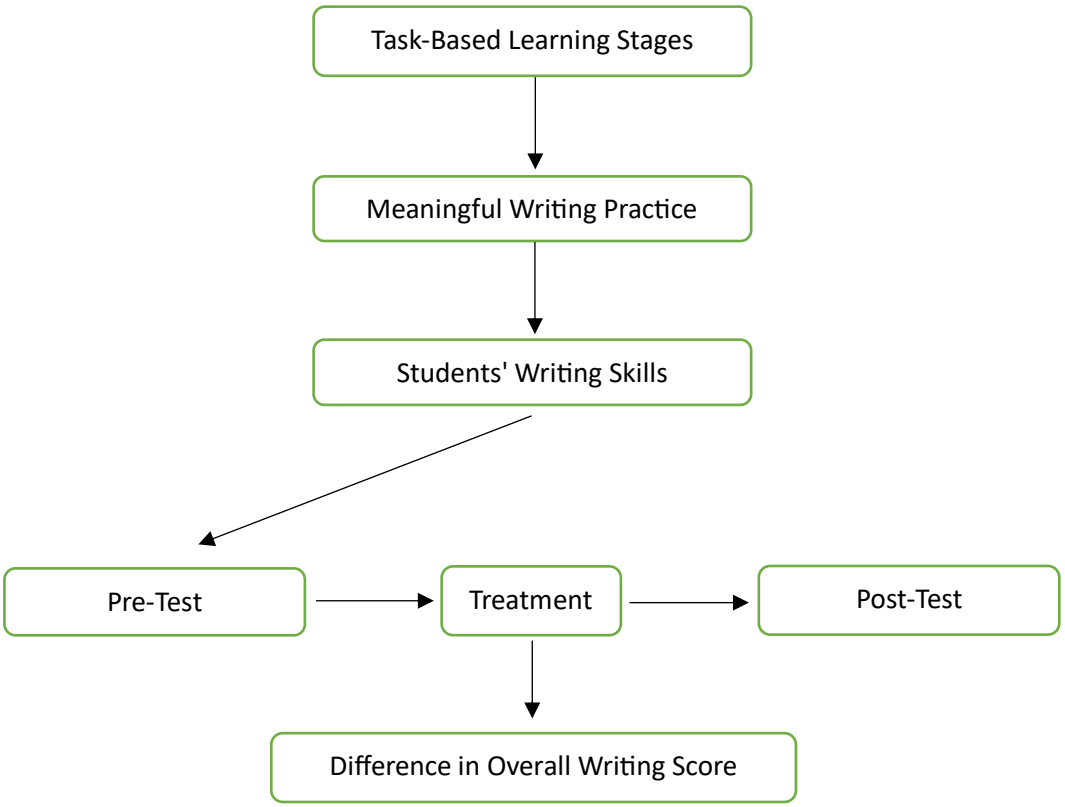
Task-Based Learning (TBL) is proposed as a solution because it shifts the focus from learning language forms to using language for meaningful tasks (Sholeh et al., 2020) The framework of this research follows the TBL cycle proposed by Willis (1996), which consists of:

1. Pre-Task : Introducing the topic and task to the students.
2. Task Cycle : Students perform the writing task (Task), plan how to report it (Planning), and present their findings (Report). This phase is crucial for building fluency and confidence (Stasya et al., n.d.)
3. Language Focus: Specific linguistic features are examined and practiced after the task is completed.

In a vocational context, TBL allows students to engage in authentic writing tasks that reflect real-world professional situations, such as writing procedures or workplace-related documents. Through meaningful writing practice, students are

expected to develop their writing skills, including content, organization, vocabulary, grammar, and mechanics. The improvement in students' writing skills is measured by comparing their overall writing scores before and after the implementation of Task-Based Learning.

Figure 1



Figures 1 illustrates the conceptual framework of this study. Task-Based Learning, consisting of the stages of Pre-Task, Task Cycle, and Language Focus, served as the independent variable. Through these stages, students engaged in meaningful writing practice designed to improve their writing skills. The improvement was measured by comparing students' overall writing scores, including content, organization, vocabulary, grammar, and mechanics, between the

pre-test and post-test. The difference between the two scores was used to determine the effect of Task-Based Learning on students' writing skills

D. Hypothesis

Based on the theoretical framework and the review of related literature, the hypothesis of this research can be formulated as follows:

1. (H_0) : There is no significant difference between students' pre-test and post-test writing scores.
2. (H_a) : There is a significant difference between students' pre-test and post-test writing scores.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative research method using a pre-experimental design. Quantitative research involves collecting and analysing numerical data through statistical procedures to test specific hypotheses (Creswell, 2014). The term *effect* in this study refers to the measurable difference in students' writing scores before and after the treatment within one group design.

The design applied in this research was a one-group pre-test and post-test design. In this design, a single group of students was given a pre-test before the treatment and a post-test after the treatment. The difference between the pre-test and post-test scores was analyzed to determine the effectiveness of the treatment. The one-group pre-test and post-test model was chosen to observe and measure students' progress before and after the implementation of the treatment in a structured manner. Although this design does not involve a control group, it enables the researcher to measure students' learning improvement after the implementation of Task-Based Learning. Therefore, the term impact in this study refers to the measurable improvement in students' writing performance following the instructional treatment rather than a comparison between experimental and control groups.

By employing this approach, the study contributes to the advancement of knowledge, particularly in the context of English teaching in vocational education. The use of statistical analysis provides initial empirical evidence that supports

objective conclusions about the effectiveness of Task-Based Learning in enhancing writing skills.

Recent research has also demonstrated that experimental quantitative methods are appropriate for evaluating the outcomes of instructional strategies on students' academic performance (Sholeh et al., 2020); Azmy & Nanda, 2024). Therefore, this research not only reinforces existing theoretical perspectives on Task-Based Learning but also offers practical evidence that can inform future teaching practices in vocational high schools.

B. Place and Time of The Research

This research was conducted at SMK Medika Samarinda, one of the vocational high schools in Samarinda. The school was selected because it aligns with the focus of the study, which is improving vocational high school students' writing skills in relation to vocational needs.

The research was conducted from April 27 to May 13, 2026, over a period of three weeks. During this period, the researcher conducted six meetings consisting of one pre-test session, four treatment sessions, and one post-test session. The pre-test was administered to identify the students' initial writing ability before the implementation of Task-Based Learning (TBL). The treatment was carried out in four meetings using the stages of TBL, namely Pre-Task, Task Cycle, and Language Focus. After the treatments were completed, the post-test was administered to measure the students' writing achievement after the implementation of TBL.

C. Population and Sample

1. Population

The population of this research consisted of all tenth-grade students at SMK Medika Samarinda in the 2025/2026 academic year. The total population comprised 358 students distributed across six tenth-grade classes. These students represented the target population from which the research sample was selected.

The students are organized into intact classes determined by the school management at the beginning of the academic year. Each class consists of approximately 20–35 students. Since this study focuses on vocational high school students, all tenth-grade students were considered appropriate as the research population because they share relatively similar curriculum exposure, English learning objectives, and vocational orientation.

According to Introduction to Research in Education by Ary et al. (2020), population refers to the entire group of individuals who possess certain characteristics that the researcher intends to study. In this research, the defining characteristics include being enrolled as tenth-grade students, studying English as a compulsory subject, and following the vocational high school curriculum.
Therefore, all tenth-grade students at SMK Medika Samarinda were considered relevant to represent the population of this study.

2. Sample

The sample of this study was one tenth-grade class at SMK Medika Samarinda in the academic year 2025/2026. Based on data from the school, each

tenth-grade class consists of approximately 20 to 35 students. Therefore, the total number of participants involved in this research consisted of 20 students.

This study employed cluster sampling because the students had already been organized into intact classroom groups by the school. One existing class was selected as the research sample without changing the regular classroom arrangement. The selection of Class X Pharmacy C was based on the recommendation of the English teacher. The teacher recommended this class because it represented the general characteristics of tenth-grade vocational students and the students still experienced difficulties in writing, particularly in developing ideas and using correct grammar. In addition, the class schedule was compatible with the research timeline, allowing the researcher to conduct the treatment sessions consistently. Therefore, Class X Pharmacy C was considered an appropriate sample for this study.

The chosen class was considered suitable for this study because it represents the general characteristics of tenth-grade vocational students at the school. The number of students in the class is also sufficient for conducting statistical analysis in a pre-experimental one-group pre-test and post-test design. According to Research Design: Qualitative, Quantitative, and Mixed Methods Approaches by Creswell and Creswell (2018), experimental research in classroom settings commonly involves 20 to 40 students in one group. In addition, the English teacher informed the researcher that students in this class still faced difficulties in writing, especially in developing ideas and using correct grammar. The class

schedule also made it possible to conduct the treatment sessions regularly and consistently.

For these reasons, the chosen class X Pharmacy C, is considered appropriate for researching the influence of Task-Based Learning on students' writing skills.

D. Research Variables

In quantitative experimental research, variables function as the core elements that are examined to determine relationship between treatment and students' score improvement. According to John W. Creswell (2018), a variable refers to a characteristic or attribute that can be measured and analyzed statistically. In line with the design of this study, two variables are identified: the independent variable and the dependent variable.

The independent variable in this research is Task-Based Learning (TBL). This approach is implemented as the instructional treatment provided to students during the writing lessons. Rod Ellis (2020) explains that task-based instruction emphasizes the use of language to accomplish meaningful tasks with clear communicative outcomes. In this study, TBL is operationalized through structured stages, including pre-task, task cycle, and language focus activities, which guide students in producing written texts relevant to vocational contexts.

The dependent variable is students' writing skills. Writing ability in this study is measured through students' performance in the pre-test and post-test. The assessment focuses on key components of writing such as content, organization, vocabulary, grammar, and mechanics. (Siregar et al., 2022) argue that writing

assessment in vocational education should reflect practical communication needs. Therefore, improvement in students' post-test scores compared to their pre-test results serves as empirical evidence of the impact of Task-Based Learning.

E. Data Collection Techniques and Instruments

The primary technique used to collect data in this research is a writing test. In experimental studies, tests are commonly employed because they provide quantifiable data that can be analyzed statistically. According to Donald Ary (2020), structured testing instruments are appropriate tools for measuring students' academic achievement in intervention-based research. In this study, students were given a pre-test before the treatment and a post-test after the implementation of TBL.

The writing test required students to produce a text relevant to vocational purposes, such as a procedure text . Designing authentic writing tasks is important because it connects classroom learning with real-world applications. Mindiola Rivas and Vaca Cárdenas (2024) found that context-based writing tasks significantly improve students' idea development and text organization. For this reason, the instrument in this study was designed to align with vocational students' practical needs.

The writing test consisted of two sessions, namely the pre-test and the post-test. In the pre-test, students were asked to write a Procedure Text entitled How to Make Juice, while in the post-test they wrote a Procedure Text entitled How to Cook Fried Rice. Each test was completed individually within 45 minutes. Students were instructed to write approximately 8–10 sentences following the

generic structure of a Procedure Text, including the goal, materials, and steps. They were also required to use appropriate imperative verbs, sequence words, correct grammar, and relevant vocabulary. No dictionaries or assistance from classmates were allowed during the test.

To ensure objective assessment, students' writing was evaluated using an analytic scoring rubric adapted from Language Assessment: Principles and Classroom Practices by Brown and Abeywickrama (2021). The analytic rubric was selected because it allows each component of writing to be evaluated separately, making the assessment more objective and systematic. The five components assessed were content, organization, vocabulary, grammar, and mechanics. Each component was scored using a scale of 1 to 5, where 1 indicates very poor performance and 5 indicates excellent performance.

To ensure a more detailed and systematic assessment, the analytic scoring rubric used in this study was adapted from Brown and Abeywickrama (2021). The rubric assesses five components of writing, namely content, organization, vocabulary, grammar, and mechanics. Each component was scored on a scale ranging from 1 to 5 based on specific performance criteria.

The complete version of the analytic scoring rubric is provided in Appendix 1. The rubric was used consistently by both raters during the assessment of students' pre-test and post-test writing performance to ensure objectivity and scoring consistency. The use of an analytic rubric allows the researcher to evaluate each aspect of writing separately and identify students' strengths and weaknesses in greater detail.

An analytic scoring rubric is a scoring method that evaluates several components of writing separately. Jacobs et al. (1981) explain that analytic scoring allows teachers to assess specific aspects of writing individually, such as content, organization, vocabulary, language use, and mechanics. Each component is scored using particular criteria, making the assessment more detailed and objective.

According to Brown and Abeywickrama (2021), analytic scoring rubrics are widely used in writing assessment because they provide clearer information about students' writing strengths and weaknesses. This type of rubric also helps improve scoring reliability since raters follow the same assessment criteria during the scoring process.

Heaton (1988) also states that analytic scoring is more effective than holistic scoring in classroom writing assessment because it enables teachers to identify specific areas that need improvement. In addition, analytic rubrics reduce subjectivity in scoring and support more consistent assessment results among different raters.

To ensure clarity in the scoring procedure, the scoring system applied in this study is presented below:

Table 1 Analytic Rubrics

Score	Category	Description
5	Excellent	Ideas are clear, well-developed, logically organize, and contain minimal errors.

4	Good	Ideas are clear and organized with few errors.
3	Fair	Ideas are adequate but lack development; several noticeable errors occur.
2	Poor	Ideas are limited and poorly organized; frequent errors in grammar and vocabulary.
1	Very poor	Ideas are unclear, disorganized, and dominated by serious erroes.

The maximum raw score of the writing test was 25, obtained from five components with a highest possible score of 5 points for each component (5 × 5 = 25). The students' raw scores were converted into a 0–100 scale using the formula: Final Score = (Raw Score ÷ 25) × 100. The final scores were categorized into five levels of achievement:

Table 2 Five Levels of Achievement

Score	Category
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
< 41	Very Poor

F. Instrument Validity and Reliability

Validity refers to the extent to which an instrument measures what it is intended to measure. Robert K. Yin (2020) emphasizes that content validity can

be ensured by aligning test indicators with theoretical constructs. In this study, content validity was established through expert judgment. The research instruments, including the writing test, test instructions, and analytic scoring rubric, were evaluated by an English teacher at SMK Medika Samarinda. The validator examined the relevance, clarity, and appropriateness of the instruments with the research objectives and the characteristics of Procedure Text. Based on the validation results, the validator stated that the instruments were appropriate for use in this research and did not recommend any revisions. Therefore, the instruments were considered valid and ready to be administered to the participants.

Reliability, on the other hand, concerns the consistency of measurement results. Creswell and Creswell (2018) explain that a reliable instrument produces stable and consistent scores across different administrations or raters. To ensure scoring consistency, this study applied inter-rater reliability, in which two independent raters evaluated students' writing using the same rubric.

Each student's writing was independently assessed by two raters using the same analytic scoring rubric covering five aspects: content, organization, vocabulary, grammar, and mechanics. Each aspect was scored according to the criteria in the rubric, and the scores were summed to obtain the total score from each rater. The final score for each student was calculated by averaging the total scores assigned by Rater 1 and Rater 2. This procedure was intended to minimize subjective judgment and produce a more objective assessment of students' writing performance.

$$\text{Final Score} = \frac{\text{Score from Rater 1} + \text{Score from Rater 2}}{2}$$

The reliability coefficient was calculated to determine the level of relationship between raters. Brown and Abeywickrama (2021) suggest that a reliability coefficient of 0.70 or higher indicates acceptable consistency in writing assessment. If the coefficient met this criterion, the instrument was considered reliable for further statistical analysis.

In this research, students' writing tests (pre-test and post-test) were assessed by two independent raters using the same analytic scoring rubric. Rater 1 was the researcher, who evaluated the students' writing based on five aspects: content, organization, vocabulary, grammar, and mechanics. Rater 2 was the English teacher of SMK Medika Samarinda, who independently assessed the students' writing using the same scoring rubric. The involvement of two raters was intended to increase the consistency and objectivity of the writing assessment.

Pearson correlation was selected because the data obtained from the writing scores were numerical (interval scale) and the purpose was to measure the strength of the linear relationship between two sets of scores.

According to Research Methods in Education by Cohen, Manion, and Morrison (2011), the Pearson Product-Moment Correlation is used to measure the degree of relationship between two quantitative variables. Similarly, Language Assessment: Principles and Classroom Practices by Brown and Abeywickrama (2021) state that correlation coefficients are commonly used in language testing to examine the consistency of scores between raters.

The formula for Pearson Product-Moment Correlation is as follows:

$$r = \frac{\Sigma(X - \bar{X})(Y - \bar{Y})}{\sqrt{[\Sigma(X - \bar{X})^2 \times \Sigma(Y - \bar{Y})^2]}}$$

Where:

r = correlation coefficient

X = scores given by Rater 1

Y = scores given by Rater 2

$\bar{X}$ = mean score of Rater 1

$\bar{Y}$ = mean score of Rater 2

Σ = sum of

The value of r ranges from -1 to +1. A value closer to +1 indicates a strong positive correlation, meaning that when one rater gives a high score, the other rater also tends to give a high score. In this study, a correlation coefficient of 0.70 or higher was considered acceptable reliability, following commonly accepted standards in educational research. If the significance value (Sig. 2-tailed) is less than 0.05, it indicates that the correlation between the two raters is statistically significant. Therefore, if the correlation coefficient is high and statistically significant, the scoring instrument can be considered reliable.

By applying the Pearson Product-Moment Correlation, this study ensures that the writing scores used for further statistical analysis (such as paired sample t-test) are consistent and trustworthy. The final writing score used in the data analysis

was the average of the two raters' scores to minimize subjectivity and increase measurement accuracy.

G. Data Analysis Technique

The data collected from the pre-test and post-test were analyzed quantitatively in order to determine whether Task-Based Learning (TBL) had a statistically significant impact on students' writing skills. Since this study employed a one-group pre-test and post-test design, the analysis focused on comparing two sets of related scores obtained from the same group of students before and after the treatment. According to John W. Creswell (2018), this type of design requires statistical procedures that can measure mean differences within a single sample. Therefore, inferential statistics were applied to test the proposed hypothesis objectively.

Before conducting the main statistical test, descriptive statistics were first calculated to provide an overview of students' performance. These included the mean score, minimum and maximum scores, and standard deviation for both pre-test and post-test results. Descriptive statistics help explain the general trend of students' achievement and allow the researcher to observe whether there is an initial indication of improvement. Creswell and Creswell (2018) state that descriptive analysis is an essential preliminary step before hypothesis testing because it summarizes the distribution and central tendency of the data.

After obtaining descriptive results, a normality test was conducted to ensure that the data met the assumptions required for parametric testing. The normality test is necessary because the paired sample t-test assumes that the difference

scores between pre-test and post-test are normally distributed. If the significance value of the normality test is greater than 0.05, the data are considered normally distributed and suitable for parametric analysis. If the assumption is violated, a non-parametric alternative such as the Wilcoxon signed-rank test may be considered. However, parametric testing is generally preferred because it provides stronger statistical power when assumptions are fulfilled (Ary et al., 2020).

The main statistical procedure used in this research was the paired sample t-test. According to Donald Ary (2020), the paired sample t-test is specifically designed to compare two related means in experimental studies where the same participants are measured twice. This test determines whether the difference between pre-test and post-test mean scores is statistically significant or occurs merely by chance. The calculation was performed using a statistical software program to ensure accuracy and minimize computational error.

The level of significance (alpha) was set at 0.05. If the p-value obtained from the paired sample t-test was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This would indicate that Task-Based Learning significantly improved students' writing skills. Conversely, if the p-value was greater than 0.05, the null hypothesis would be retained, meaning that the treatment did not produce a statistically significant effect.

In addition to testing statistical significance, this study also examined the magnitude of improvement by comparing the mean difference between pre-test and post-test scores. A positive and substantial increase in the mean score indicates practical improvement in students' writing performance. Brown and

Abeywickrama (2021) emphasize that in language assessment research, statistical significance should be interpreted together with practical significance to understand the real educational impact of an intervention.

Through these analytical steps descriptive statistics, assumption testing, paired sample t-test, and interpretation of mean differences the study provides systematic and empirical evidence regarding the effectiveness of Task-Based Learning in enhancing vocational high school students' writing skills. This structured analysis ensures that the conclusions drawn from the research are valid, reliable, and supported by statistical findings.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of Research Findings and Discussion

1. Descriptive of Pre-Test Result

The pre-test was conducted before the implementation of Task-Based Learning (TBL) to measure the students' initial writing skills. The test aimed to identify the students' ability in writing before receiving the treatment. The writing assessment was evaluated using an analytic scoring rubric by two raters.

Table 3 Pre-Test Score

Student	Pre-Test	Category
Student 1	46	Poor
Student 2	20	Very Poor
Student 3	30	Very Poor
Student 4	74	Good
Student 5	40	Very Poor
Student 6	38	Very Poor
Student 7	40	Very Poor
Student 8	20	Very Poor
Student 9	44	Poor
Student 10	54	Poor
Student 11	38	Very Poor
Student 12	20	Very Poor

Student 13	22	Very Poor
Student 14	44	Poor
Student 15	42	Poor
Student 16	56	Fair
Student 17	36	Very Poor
Student 18	60	Fair
Student 19	34	Very Poor
Student 20	58	Fair

Based on the individual pre-test results, Student 4 obtained the highest score of 74 and was categorized as Good. This score indicates that the student demonstrated a relatively better ability in organizing ideas and using vocabulary compared to other students. Students 16, 18, and 20 were categorized as Fair, with scores of 56, 60, and 58 respectively. These students showed an adequate understanding of Procedure Text but still made several errors in grammar and organization.

Furthermore, five students were categorized as Poor, namely Students 1, 9, 10, 14, and 15, whose scores ranged from 42 to 54. Although these students were able to produce a Procedure Text, their writing still lacked coherence, idea development, and language accuracy. Meanwhile, the majority of students (11 students) fell into the Very Poor category. Their scores ranged from 20 to 40, indicating serious difficulties in developing ideas, organizing the text, using appropriate vocabulary, and applying correct grammar. These findings suggest

that the students' writing skills before the implementation of Task-Based Learning were still relatively low.

The students' pre-test performance indicated weaknesses in several aspects of writing. Based on the analytic scoring rubric, grammar was the weakest aspect, as most students received scores of 1 or 2, indicating frequent errors in sentence structure, verb forms, and the use of imperative sentences. Students also showed limited vocabulary and had difficulty developing the content of their procedure texts. Although some students demonstrated better performance in organization, many still had problems arranging ideas logically and coherently. These findings suggest that the students needed instructional support to improve both their language accuracy and their ability to organize ideas before the implementation of Task-Based Learning.

Table 4 Descriptive Statistics Pre-Test

NO	Interval	Pre-Test
	Scores	Fi
1	86-100	0
2	71-85	1
3	56-70	3
4	41-55	5
5	<41	11
TOTAL		**20**
Mean		40.80

Standard Deviation		14.645

Based on the descriptive statistics result, the number of participants involved in the research was 20 students. The pre-test score showed that the minimum score obtained by the students was 20, while the maximum score was 74. The mean score of the pre-test was 40.80 with a standard deviation of 14.645. These results indicate that the students' writing skills before the treatment were still relatively low.

The low mean score suggests that most students experienced difficulties in several aspects of writing. During the pre-test, many students had problems in developing ideas, organizing paragraphs, using appropriate grammar, and choosing suitable vocabulary. Some students were also unable to construct coherent sentences and often made grammatical errors in their writing. In addition, several students produced short paragraphs with limited explanation and poor organization. The standard deviation score of 14.645 indicates that the students' writing abilities varied considerably. Some students were able to produce better writing compositions, while others still faced serious difficulties in expressing their ideas in written form. This condition reflects that the students had different levels of writing proficiency before the implementation of Task-Based Learning.

The pre-test result demonstrates that the students needed an effective learning strategy to improve their writing skills. Therefore, Task-Based Learning was implemented as the treatment in this research to provide students with meaningful opportunities to develop their writing skills.

2. Implementation of Task-Based Learning

The treatment in this research was conducted through the implementation of Task-Based Learning (TBL). The teaching and learning process was designed based on the Task-Based Learning framework proposed by Willis (1996) and Ellis (2003), which emphasizes meaningful communication and students' active participation in completing tasks.

The implementation of Task-Based Learning (TBL) in this research was conducted in four meetings. Each meeting consisted of 1 × 45 minutes and focused on improving students' writing skills in Procedure Text. The learning activities were designed based on the stages of Task-Based Learning proposed by Willis (1996), namely Pre-Task, Task Cycle, and Language Focus.

During the implementation process, the researcher acted as the teacher and guided students through various writing activities. In the Pre-Task stage, the researcher introduced the concept of Procedure Text, including its social function, generic structure, and language features. Students were also given examples of Procedure Text related to daily activities, such as "How to Make Tea" and "How to Make Instant Noodles." Through these examples, students identified the structure of the text, imperative verbs, and sequence words used in the writing.

In the Task Cycle stage, students were actively involved in group and individual writing activities. Students discussed ideas with their classmates, arranged procedural steps, and developed the ideas into Procedure Text. During the group activities, students worked collaboratively to organize the goal, materials, and steps of the text. The researcher monitored students' participation, guided

discussions, and encouraged students to express and develop their ideas through writing activities.

Furthermore, students were asked to revise and improve their writing by paying attention to grammar, vocabulary, organization, and mechanics. The researcher provided direct feedback regarding students' writing errors and helped students improve the clarity and coherence of their texts. Several students were also asked to present or read their writing in front of the class so that other students could provide simple corrections and suggestions.

In the Language Focus stage, the researcher discussed common writing errors found in students' work, especially related to grammar, sequence words, vocabulary use, and sentence organization. This stage helped students understand their mistakes and improve the quality of their writing gradually.

Throughout the treatment process, students participated in discussions, writing practices, and revision activities during the implementation. The implementation of Task-Based Learning encouraged students to become more engaged in the learning process because they learned writing through meaningful tasks and collaborative classroom interaction. At the end of the treatment, students were expected to be able to write Procedure Text more clearly, systematically, and accurately.

3. Description of Post-Test Result

The post-test was conducted after the implementation of Task-Based Learning to determine the students' writing achievement after receiving the

treatment. The post-test used the same type of assessment as the pre-test and was scored using the same analytic scoring rubric.

Table 5 Post-Test Score

Student	Post Test	Improvement
Student 1	68	22
Student 2	68	48
Student 3	68	38
Student 4	84	10
Student 5	44	4
Student 6	68	30
Student 7	68	28
Student 8	28	8
Student 9	68	24
Student 10	88	34
Student 11	56	18
Student 12	42	22
Student 13	58	36
Student 14	58	14
Student 15	68	26
Student 16	68	12
Student 17	70	34
Student 18	88	28

Student 19	54	20
Student 20	80	22

Student 1 improved from 46 in the pre-test to 68 in the post-test. The improvement indicates better idea development and organization. Student 2 showed substantial progress, increasing from 20 to 68 after the implementation of Task-Based Learning. Student 3 improved from 30 to 68, demonstrating greater ability in constructing Procedure Text. Similar improvements were found among most students, suggesting that Task-Based Learning contributed positively to students' writing performance.

Although the overall post-test results showed improvement, the magnitude of the improvement varied among the students. Most students demonstrated substantial gains in their writing scores after the implementation of Task-Based Learning. However, a few students showed only slight improvement. For example, Student 5 improved from 40 to 44, while Student 8 improved from 20 to 28. These relatively small gains may indicate that some students still experienced difficulties in developing writing skills despite the treatment. Differences in students' prior knowledge, learning pace, motivation, and language proficiency may have influenced the extent of their improvement. Nevertheless, the overall increase in the mean score and the significant result of the paired sample t-test indicate that Task-Based Learning had a positive effect on students' writing skills.

Based on the descriptive statistics result, the post-test scores showed improvement compared to the pre-test scores.

Table 6 Descriptive Statistics Post-Test

NO	Interval	Post-Test
	Scores	Fi
1	86-100	2
2	71-85	2
3	56-70	12
4	41-55	3
5	<41	1
TOTAL		**20**
Mean		64.70
Standard Deviation		15.180

The minimum score increased from 20 in the pre-test to 28 in the post-test, while the maximum score increased from 74 to 88. The mean score of the post-test was 64.70 with a standard deviation of 15.180.

The increase in the mean score from 40.80 to 64.70 indicates that the students' writing skills improved after the implementation of Task-Based Learning. The improvement suggests that students became better at developing ideas, organizing paragraphs, using grammar, and choosing vocabulary appropriately. During the post-test, many students were able to write more organized and coherent paragraphs. Their ideas were more developed, and their writing contained fewer grammatical errors compared to the pre-test results. In addition, students were able to organize their ideas more clearly and produce more coherent procedure texts.

Although the standard deviation of the post-test was still relatively high, the overall result demonstrates that most students experienced positive progress in writing performance. The improvement in the minimum and maximum scores also indicates that both low-achieving and high-achieving students benefited from the implementation of Task-Based Learning.

In conclusion, the post-test result reveals that Task-Based Learning contributed positively to the improvement of students' writing skills among the tenth-grade students at vocational high school.

4. Normality Test

The normality test was conducted to determine whether the difference scores post-test pre-test were normally distributed before conducting the paired sample t-test. In this study, the Shapiro–Wilk test was employed because the sample consisted of fewer than 50 participants (n = 20). According to statistical theory, the Shapiro–Wilk test is more appropriate for small sample sizes and provides accurate results for testing the assumption of normality. Based on the normality test of the difference scores the Shapiro–Wilk test produced a statistic of 0.958 with a significance value of 0.508.

Table 7 Normality Test of Difference Scores

	Shapiro-Wilk		
	Statistic	**df**	**sg**
Difference Score (Pre-Test – Post Test	0.958	20	0.508

The result of the Shapiro–Wilk test showed a significance value of 0.508, which was greater than 0.05. This indicates that the difference scores were normally distributed. Therefore, the assumption of normality required for the paired sample t-test was satisfied, and the paired sample t-test was considered appropriate for testing the research hypothesis.

5. Inter-Rater Reliability Test

The inter-rater reliability test was conducted to determine the consistency of scoring between the two raters who assessed the students' writing performance. In this research, the students' writing was evaluated using the same analytic scoring rubric to ensure objective and consistent assessment. To measure the reliability between the two raters, the researcher used the Pearson Product-Moment Correlation test through SPSS. The correlation coefficient obtained from the test indicates the degree of consistency between the raters' scores. A correlation coefficient of 0.70 or higher is generally considered acceptable and indicates good reliability.

Table 8 Pearson Correlation Pre-Test

		Rater1	Rater2
Rater 1	Pearson Correlation	1	.976***
	Sig. (2-tailed)		<,001
	N	20	20
Rater 2	Pearson Correlation	.976***	1
	Sig. (2-tailed)	<,001	
	N	20	20

Table 9 Pearson Correlation Post-Test

		Rater1	Rater2
Rater 1	Pearson Correlation	1	.988***
	Sig. (2-tailed)		<,001
	N	20	20
Rater 2	Pearson Correlation	.988***	1
	Sig. (2-tailed)	<,001	
	N	20	20

Based on the SPSS output, the Pearson correlation coefficient for the pre-test was 0.976 with a significance value of < 0.001. Meanwhile, the Pearson correlation coefficient for the post-test was 0.988 with a significance value of < 0.001. These results indicate a strong positive correlation between the scores given

by Rater 1 and Rater 2 in both the pre-test and post-test. The correlation coefficients were far above the minimum reliability criterion of 0.70, which means that the scoring results between the two raters were highly consistent and reliable.

Furthermore, the significance values obtained were lower than 0.05, indicating that the correlation between the two raters was statistically significant. Therefore, it can be concluded that the writing assessment instrument used in this research had a high level of reliability and consistency.

The high reliability result also shows that the scoring process was conducted objectively and that the scores assigned by both raters showed a very strong positive correlation in evaluating students' writing performance.

B. Hypothesis Testing

1. Paired Sample T-Test Result

The paired sample t-test was conducted to determine whether there was a significant difference between the students' writing scores before and after the implementation of Task-Based Learning.

Table 10 Paired Sample T-Test

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Pre-test-Post-test	-23.900	11.116	2.485	-29.102	-18.697	-9.615	19	<,001

The paired-samples t-test revealed a statistically significant difference between the students' pre-test and post-test writing scores. The mean difference was 23.90 (SD = 11.12), indicating that students' writing scores increased after the implementation of Task-Based Learning. The analysis yielded a t-value of 9.615 with 19 degrees of freedom, $t(19) = 9.615$, $p < .001$. Furthermore, the 95% confidence interval for the mean difference ranged from 18.70 to 29.10, indicating that the true mean improvement in writing scores was likely to fall within this interval. These results demonstrate a statistically significant improvement in students' writing performance following the implementation of Task-Based Learning.

The criterion for hypothesis testing states that if the significance value is lower than 0.05, there is a significant difference between the two sets of scores. In this research, the significance value of < 0.001 was lower than 0.05. Therefore, it indicates that there was a statistically significant difference between the students' pre-test and post-test scores. The result suggests that students' writing scores improved significantly following the implementation of Task-Based Learning.

2. Interpretation of Hypothesis Testing

Based on the result of the paired sample t-test, the significance value (Sig. 2-tailed) was < 0.001, which was lower than the significance level of 0.05.

Therefore, the null hypothesis (H_0), which states that there is no significant difference in students' writing skills before and after the implementation of Task-Based Learning, was rejected.

On the other hand, the alternative hypothesis (H_a), which states that there is a significant difference in students' writing skills before and after the implementation of Task-Based Learning, was accepted. This result means that Task-Based Learning had a significant positive effect on the writing skills of the tenth-grade students at vocational high school.

3. Answer to Research Question

Based on the findings of the research indicate a significant improvement in students' writing scores following the implementation of Task-Based Learning the writing skills of the tenth-grade students at vocational high school.

The improvement can be seen from the increase in the students' mean score from 40.80 in the pre-test to 64.70 in the post-test. In addition, the paired sample t-test result showed a significance value lower than 0.05, indicating that the improvement was statistically significant. Therefore, the research question regarding whether Task-Based Learning significantly improves students' writing skills can be answered positively.

C. Discussion

The findings of this research revealed that students' scores increased significantly. The improvement was indicated by the increase in the students' mean score from 40.80 in the pre-test to 64.70 in the post-test. In addition, the paired

sample t-test showed a significance value of < 0.001, which confirmed that the improvement was statistically significant.

Although the improvement in the mean score was considerable, the students' average post-test score 64.70 was still classified as Fair rather than Good. This indicates that a substantial increase in scores does not necessarily mean that students have achieved a high level of writing proficiency. One possible explanation is that most students began the study with relatively low writing ability, as reflected in their pre-test results, which were predominantly classified as Very Poor. Therefore, an increase of 23.90 points represents meaningful progress compared to their initial performance. In addition, the treatment was conducted in only four meetings, which may not have provided sufficient time for students to fully develop their writing skills. Consequently, while Task-Based Learning significantly improved students' writing performance, the students still needed more practice and longer exposure to achieve the Good category.

Before the implementation of Task-Based Learning, many students experienced difficulties in expressing ideas, organizing paragraphs, and using grammar correctly. Their writing tended to be short, less organized, and contained many grammatical errors. This condition is common among EFL students, especially those who have limited opportunities to practice meaningful writing activities in the classroom.

After the implementation of Task-Based Learning, the students demonstrated noticeable improvement in several aspects of writing. Students became better at developing ideas because the tasks encouraged them to discuss

topics and exchange opinions with classmates before writing. The collaborative activities helped students generate ideas more easily and reduced their difficulty in starting a composition.

In terms of paragraph organization, students' writing became more coherent and structured after the treatment. Through task-based activities, students learned how to arrange ideas logically and connect sentences appropriately. The discussion and reporting activities in the Task Cycle stage also helped students understand the structure of a good paragraph.

The improvement in grammar and vocabulary was also visible in the students' post-test writing. During the Language Focus stage, students received feedback regarding grammatical errors, sentence structure, and vocabulary usage. As a result, students gradually improved their language accuracy and used more appropriate vocabulary in their writing.

Besides improving writing performance, Task-Based Learning provided students with more opportunities to participate actively in writing activities through collaborative tasks and meaningful language use. During the treatment, the task-based activities encouraged students to engage in collaborative discussions and idea-sharing before completing their writing tasks. This finding supports Willis (1996), who argues that Task-Based Learning encourages students to communicate meaningfully through authentic tasks. Similarly, Ellis (2003) states that Task-Based Learning promotes active language use and meaningful interaction during the learning process.

The findings of this study are generally consistent with previous studies that have reported the positive effects of Task-Based Learning (TBL) on students' writing skills. The significant improvement in the students' writing scores after the implementation of TBL suggests that the approach was effective in enhancing students' writing achievement, particularly in writing procedure texts.

The findings are consistent with the study conducted by Mindiola Rivas and Vaca Cárdenas (2021), which found that Task-Based Learning improved students' writing performance by providing meaningful learning activities that encouraged students to organize and express their ideas more effectively. Similarly, the present study found that students achieved higher writing scores after participating in four TBL treatment sessions. However, while Mindiola Rivas and Vaca Cárdenas focused on a different educational context, the present study specifically investigated tenth-grade vocational high school students in Indonesia and focused on procedure text writing.

The present findings also support the study by Sari et al. (2023), who concluded that Task-Based Learning had a positive impact on students' writing achievement. Both studies demonstrated that meaningful tasks could facilitate students in developing their writing ability. Nevertheless, the current study differs in terms of research design and participants. While Sari et al. employed a different research setting, this study applied a pre-experimental one-group pre-test and post-test design involving vocational high school students.

Similarly, the findings are in agreement with Azmy and Nanda (2022), who reported improvements in students' writing after the implementation of Task-Based

Learning. In both studies, students showed better performance in several writing aspects, including grammar, vocabulary, content, and organization. However, the present study specifically assessed students' writing using an analytic scoring rubric and strengthened the scoring process through inter-rater reliability analysis using Pearson correlation.

Furthermore, this study supports the findings of Pohan et al. (2024), who concluded that Task-Based Learning effectively improved students' writing ability through meaningful task completion. Likewise, the present study found a statistically significant improvement in students' writing achievement, as reflected in the increase of the mean score from 40.80 in the pre-test to 64.70 in the post-test. However, unlike the previous study, the present research specifically focused on vocational high school students and procedure text writing, providing additional evidence of the effectiveness of TBL in this particular educational context.

Overall, although previous studies were conducted in different educational settings and employed different research designs, they consistently reported positive effects of Task-Based Learning on students' writing achievement. The present study strengthens these findings by providing additional evidence from Indonesian vocational high school students, particularly in teaching procedure texts through a pre-experimental research design.

D. Research Limitations

This research has several limitations that should be considered in interpreting the findings.

First, this research used a pre-experimental design without a control group. As a result, the researcher could not compare the students' achievement with another group taught using a different teaching method. Second, the sample size in this research was limited to 20 students. A larger sample size might provide more representative and generalizable findings regarding the effect of Task-Based Learning on students' writing skills. Third, the duration of the treatment was relatively limited. Longer implementation periods may provide stronger evidence regarding the long-term effectiveness of Task-Based Learning in improving writing skills. Fourth, this research focused only on students' writing skills. Other language skills such as speaking, reading, and listening were not examined in this study. Fifth, the research was conducted only in one vocational high school. Therefore, the findings may not fully represent students from different schools or educational contexts. Finally, although the researcher used inter-rater reliability testing to minimize subjectivity in writing assessment, the possibility of subjective judgment in scoring students' writing could not be completely avoided because writing assessment naturally involves human interpretation.

Despite these limitations, the findings of this research still provide valuable insight into the effectiveness of Task-Based Learning in improving students' writing skills in the EFL classroom context.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study investigated the effect of Task-Based Learning (TBL) on tenth-grade students' writing skills at SMK Medika Samarinda using a one-group pre-test and post-test design. The research sought to determine whether students' writing performance differed significantly before and after the implementation of TBL. The findings demonstrated a clear and statistically significant improvement in students' writing achievement following the treatment.

Descriptive statistics showed that students' writing scores improved significantly after the implementation of Task-Based Learning (TBL), with the mean score increasing from 40.80 on the pre-test to 64.70 on the post-test, accompanied by gains in both the minimum and maximum scores.

The normality assumption for parametric testing was met. The paired sample t-test revealed a significant mean difference $t = -9.615$, $p < .001$, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. Inter-rater reliability for scoring was very high in both testing phases, confirming that the assessment results were consistent and trustworthy.

Taken together, the findings suggest that the implementation of Task-Based Learning was associated with an improvement in students' writing skills.. Improvements were most apparent in idea development, paragraph organization, vocabulary use, and grammatical accuracy, supported by structured cycles of planning, meaningful task performance, feedback, and revision. The research

objective to examine whether there is a significant difference in students' writing skills before and after TBL was achieved. In the context of vocational education, TBL provided authentic and purposeful writing experiences that helped students write more coherently and accurately while increasing their participation and confidence.

B. Suggestions

1. For Students

   Based on the findings of this study, students are encouraged to actively participate in Task-Based Learning activities and continue practicing writing regularly. Although the students' writing scores improved after the implementation of Task-Based Learning, the average post-test score remained in the Fair category. Therefore, students should continue developing their writing skills, particularly in grammar, vocabulary, content development, and organization, to achieve a higher level of writing proficiency.

2. For Teachers

   English teachers are encouraged to consider Task-Based Learning (TBL) as one of the instructional approaches for teaching writing, particularly Procedure Text, because the findings of this study indicate that students' writing achievement improved after the implementation of TBL. Through meaningful and structured tasks, students were provided with opportunities to develop their ideas, organize their writing, and apply appropriate vocabulary and grammar in authentic writing activities.

In addition, teachers are encouraged to provide continuous guidance, constructive feedback, and sufficient writing practice throughout the learning process. Although the students' writing achievement improved, the average post-test score remained in the Fair category, indicating that further improvement is still needed. Therefore, teachers should pay particular attention to helping students improve their grammar, vocabulary, content development, and text organization through regular practice and appropriate instructional support.

3. For Future Researchers

Future studies should consider employing a quasi-experimental or true experimental design with a control group to strengthen causal claims regarding TBL's effectiveness. Increasing the sample size and extending the duration of treatment would allow examination of longer-term retention and development across writing components. Subsequent research may also analyze genre-specific outcomes and include complementary language skills reading or speaking to explore the relationship between writing and other language skills. Finally, qualitative data such as classroom observations, or student reflections, or learner reflections could enrich the interpretation of quantitative gains by clarifying how particular task features support improvement in content development, organization, and accuracy.

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APPENDICES

Apendix 1

Source: Developed by the researcher based on Brown and Abeywickrama (2019).

Component	Score	Criteria
Content	5	Ideas are relevant, clear, well-developed, and complete.
	4	Ideas are clear and relevant with minor lack of development.
	3	Ideas are adequate but not fully developed.
	2	Ideas are limited and insufficiently developed.
	1	Ideas are unclear or irrelevant.
Organization	5	Ideas are logically organized with excellent coherence and cohesion.
	4	Organization is generally clear with minor problems.
	3	Organization is adequate but lacks smooth transitions.
	2	Organization is weak and difficult to follow.
	1	No clear organization.
Vocabulary	5	Wide range of vocabulary used accurately and appropriately.
	4	Good vocabulary with few word-choice errors.
	3	Adequate vocabulary with some inappropriate word choices.
	2	Limited vocabulary that interferes with meaning.

	1	Very limited vocabulary and frequent misuse of words.
Grammar	5	Few or no grammatical errors.
	4	Some grammatical errors but meaning remains clear.
	3	Several grammatical errors that occasionally affect understanding.
	2	Frequent grammatical errors that interfere with meaning.
	1	Dominated by grammatical errors and difficult to understand.
Mechanics	5	Correct spelling, punctuation, and capitalization.
	4	Few errors in mechanics.
	3	Some errors in spelling, punctuation, or capitalization.
	2	Frequent mechanical errors.
	1	Dominated by mechanical errors.

Apendix 2

MODUL AJAR PERENCANAAN PEMBELAJARAN KURIKULUM MERDEKA	
Nama Penyusun	: Natalia Angelita
Satuan Pendidikan	: SMK Medika Samarinda
Mata Pelajaran	: Bahasa Inggris
Fase/Kelas/Semester	: X (Sepuluh)
Materi	: Procedure Text
Fokus Pembelajaran	: Writing Skill
Model Pembelajaran	: Task-Based Learning (TBL)
Alokasi Waktu	: 4 Pertemuan (2 x 45 menit)

A. IDENTIFIKASI PESERTA DIDIK

a. Latar Belakang

Peserta didik kelas X SMK memiliki kemampuan bahasa Inggris yang beragam, khususnya dalam keterampilan menulis . Sebagian siswa sudah memahami kosakata dasar, namun masih mengalami kesulitan dalam menuangkan ide ke dalam bentuk tulisan yang terstruktur, terutama dalam menyusun langkah-langkah secara runtut dan menggunakan tata bahasa yang tepat.

b. Kebutuhan Belajar

Peserta didik membutuhkan latihan yang terarah untuk mengembangkan kemampuan menulis, khususnya dalam menyusun Procedure Text dengan memperhatikan organisasi teks , tata bahasa , serta penggunaan kosakata yang sesuai.

c. Gaya Belajar

Peserta didik cendrung memiliki gaya belajar visual, audiotori, dan kinestetik, sehingga pembelajaran akan lebih efektif jika menggunakan contoh konkret, diskusi kelompok, serta praktik langsung dalam menyusun teks..

d. Tantangan

Peserta didik cenderung mengalami kesulitan dalam:

1. Menyusun ide secara sistematis
2. Menggunakan imperative verbs dengan benar
3. Menghubungkan langkah-langkah menggunakan sequence words
4. Menulis dengan struktur yang runtut dan jelas

B. IDENTIFIKASI MATA PELAJARAN

a. Struktur Bahasa (Grammar)

Materi yang dipelajari berfokus pada penggunaan imperative sentences dalam procedure text, seperti penggunaan kata kerja dasar (Verb 1) tanpa subjek yang berfungsi untuk memberi instruksi atau perintah, misalnya

cut, mix, pour, boil. Selain itu, siswa juga memahami penggunaan simple present tense dalam konteks instruksi yang bersifat umum.

b. Kosakata(Vocabulary)

Kosakata yang digunakan berkaitan dengan aktivitas sehari-hari, terutama dalam konteks membuat atau melakukan sesuatu, seperti make tea, cook noodles, wash hands, dan sebagainya. Penguasaan kosakata ini penting agar siswa mampu menulis langkah-langkah secara jelas dan mudah dipahami.

c. Fungsi Bahasa (Function)

Fungsi bahasa dalam materi ini adalah untuk memberikan instruksi, menjelaskan langkah-langkah, serta menyampaikan prosedur secara sistematis dan logis agar dapat diikuti oleh pembaca.

d. Keterampilan Berbahasa (Language Skill Focus : Writing)

Fokus utama pembelajaran adalah pada keterampilan menulis (writing skill), khususnya dalam menyusun procedure text. Peserta didik dilatih untuk mengembangkan kemampuan menulis melalui proses bertahap, mulai dari menyusun ide, membuat draft, merevisi, hingga menghasilkan tulisan akhir yang terstruktur dan sesuai kaidah kebahasaan.

C. DIMENSI PROFIL PELAJAR PANCASILA

Keimanan dan Ketakwaan terhadap Tuhan YME

Kreativitas YES

Kesehatan

Kewargaan

Kolaborasi YES

Komunikasi YES

Penalaran Kritis YES

Kemandirian YES

D. CAPAIAN PEMBELAJARAN

a. Writing

Peserta didik mampu menulis teks procedure sederhana secara mandiri dengan memperhatikan struktur teks, unsur kebahasaan, serta keterurutan langkah secara logis dan sistematis.

E. TOPIK PEMBELAJARAN

Pengertian Procedure Text

Struktur : goal, materials, steps

Language features :

1. Imperative verbs (cut, mix, boil)
2. Sequence words (first, then, next, finally)

F. TUJUAN PEMBELAJARAN

1. Menulis Procedure Text dengan struktur lengkap (goal, materials, steps).

2. Menyusun langkah-langkah secara logis dan sistematis.

3. Menggunakan imperative verbs dan sequence words secara tepat (grammar & cohesion).

4. Menggunakan kosakata yang sesuai dengan topik (vocabulary).

5. Menghasilkan tulisan Procedure Text yang jelas, runtut, dan dapat dipahami .

G. INDIKATOR KETERAMPILAN MENULIS

1. Content
2. Organization
3. Grammar
4. Vocabulary
5. Mechanics

H. KERANGKA PEMBELAJARAN

1. PRAKTIK PEDAGODIS
   a. Model

      Model pembelajaran yang digunakan adalah Task-Based Learning (TBL), yang berfokus pada penggunaan tugas sebagai inti pembelajaran untuk mendorong peserta didik aktif dalam proses menulis (writing process), mulai dari penyusunan ide, pembuatan draft, revisi, hingga menghasilkan teks akhir.

   b. Metode

      Metode yang digunakan meliputi diskusi kelompok, latihan menulis (guided writing dan independent writing), presentasi hasil tulisan, serta pemberian umpan balik (feedback) dari guru dan teman sebaya.

   c. Prinsip :

Meaningful : Pembelajaran dikaitkan dengan kehidupan sehari-hari siswa, seperti membuat makanan atau melakukan aktivitas sederhana.

Mindful : Peserta didik memahami proses menulis secara bertahap dan menyadari pentingnya struktur serta penggunaan bahasa yang tepat.

Joyful : Pembelajaran dirancang interaktif dan kolaboratif sehingga siswa merasa nyaman dan termotivasi dalam menulis.

2. MITRA BELAJAR
   a. Lingkungan Sekolah : Penggunaan Kelas
   b. Guru kejuruan.
3. LINGKUNGAN PEMBELAJARAN
   a. Fisik :Ruang kelas yang fleksibel, bisa untuk diskusi kelompok.
   b. Sosial : Lingkungan belajar yang kolaboratif, komunikatif, dan saling mengharga
   c. Budaya Belajar: Kolaboratif, aktif, dan komunikatif.

I. LANGKAH-LANGKAH PEMBELAJARAN

1. KEGIATAN PEMBELAJARAN

(Pertemuan 1-2)

No	Pendahuluan	10 Menit
1	Guru menyapa siswa, mengajak berdoa, mengecek kehadiran, dan menciptakan suasana kelas yang positif.	
2	Sebelum memulai kelas guru memberikan motivasi dan semangat agar suasana hati siswa baik dan bisa mengikuti proses pelajaran dengan baik.	
3	Guru kemudian mengarahkan siswa bahwa hari ini mereka akan belajar menulis procedure text secara bertahap.	
No	**Kegiatan Inti**	**40 Menit**
1	**A, Pre-Task** Guru menjelaskan tentang Procedure Text.	
2	Guru memberikan contoh *procedure text* (“How to Make Tea”). **To make a cup of hot tea.** **Materials** o 1 cup of hot water o 1 tea bag o Sugar (optional) o A cup o A spoon	

	Steps 1. First, boil the water until it is hot. 2. Then, pour the hot water into a cup. 3. Next, put a tea bag into the cup. 4. Wait for 3–5 minutes until the color changes. 5. After that, add sugar if you like. 6. Finally, stir the tea well and enjoy your tea.	
3	Siswa diminta: Mengidentifikasi struktur teks Menandai imperative verbs Menemukan sequence words	
4	**B . Task Cycle** **Task** Siswa dibagi dalam kelompok kecil dan diberikan topik sederhana.	
5	Guru meminta setiap kelompok untuk menulis Goal, Materials, dan Menyusun steps dalam bentuk tulisan dengan topik	
6	**Planning** Siswa memperbaiki tulisan dengan memperhatikan:	

	1. Urutan langkah 2. Grammar 3. Vocabulary	
7	Guru memberikan feedback langsung.	
8	Report (Sharing Writing) Kelompok membacakan hasil tulisan mereka	
9	Guru meminta kelompok lain untuk memberikan koreksi sederhana.	
No	**Penutup**	**10 Menit**
1	Guru bertanya tentang apa yang siswa dapatkan dari materi yang diajarkan hari ini.	
2	Guru memberikan umpan balik terhadap hasil tulisan siswa dan menekankan kesalahan umum dalam writing.	
3	Kelas ditutup dengan salam.	

(Pertemuan 3-4)

No	**Pendahuluan**	**10 Menit**
1	Guru menyapa siswa, mengajak berdoa, mengecek kehadiran, dan menciptakan suasana kelas yang positif.	

2	Sebelum memulai kelas guru memberikan motivasi dan semangat agar suasana hati siswa baik dan bisa mengikuti proses pelajaran dengan baik.	
3	Guru kemudian mereview materi sebelumnya, terutama kesalahan writing yang sering muncul.	
No	**Kegiatan Inti**	**40 Menit**
1	**A, Pre-Task** Guru mengulas kembali struktur dan language features secara singkat.	
4	**B . Task Cycle** **Task** Siswa diminta menulis Procedure Text secara individu dengan topik pilihan.	
5	Guru meminta peserta didik untuk menulis Goal, Materials, dan Menyusun steps dalam bentuk tulisan dengan topik “How to Make Instant Noodles”	
6	**Planning** Siswa mengecek ulang: Grammar Urutan langkah Penggunaan kata	
7	Guru memberikan feedback langsung.	

8	**Report (Sharing Writing)** Beberapa siswa membacakan hasil tulisannya.	
No	**Penutup**	**10 Menit**
1	Guru bertanya tentang apa yang siswa dapatkan dari materi yang diajarkan hari ini.	
2	Guru memberikan evaluasi akhir dan meminta siswa mengumpulkan hasil tulisan sebagai produk writing**.**	
3	Kelas ditutup dengan salam.	

2. ASESMEN PEMBELAJARAN

a. Asesment Awal Pembelajaran (Pre-Test)

Menulis Procedure Text sederhana sebelum treatment TBL.

b. Asesment Proses Pembelajaran

Observasi : Aktivitas menulis dan Partisipasi dalam revisi

c. Asesment Akhir Pembelajaran (Post-Test)

Menulis Procedure Text setelah treatment TBL.

3. RUBIK PENIALAN

Aspek	1 Very Poor	2 Poor	3 Fair	4 Good	5 Excellent
Content	Ide tidak jelas	Ide sangat terbatas	Ide cukup	Ide jelas	Ide sangat jelas dan berkembang
Organization	Tidak runtut	Kurang runtut	Cukup runtut	Runtut	Sangat runtut dan logis
Vocabulary	Sangat terbatas	Terbatas	Cukup	Baik	Sangat tepat dan variatif
Grammar	Banyak kesalahan	Banyak kesalahan	Beberapa kesalahan	Sedikit kesalahan	Hampir tidak ada kesalahan
Mechanics	Banyak Kesalahan	Banyak kesalahan	Cukup	Baik	Sangat rapi

Mengetahui,	Samarinda, April 2026
Kepala Sekolah	Mahasiswa
	Natalia Angelita
Musmulyadi, S.Pd. MM	**NPM. 2288203014**

Apendix 3

POST-TEST

WRITING TEST - PROCEDURE TEXT

Name :

Class :

Date :

Instruction

1. Write a simple procedure text based on the topic given.
2. Your text must consist of **Goal, Materials, and Steps**.

Topic

"How to Cook Fried Rice"

Guidelines

1. Write at least 8-10 sentences
2. Use imperative verbs
3. Use sequence words
4. Pay attention to grammar, vocabulary, and organization

Your Answer :

Apendix 4

WRITING TEST

PROCEDURE TEXT

Name :

Class :

Date :

Instruction

3. Write a simple procedure text based on the topic given.
4. Your text must consist of **Goal, Materials, and Steps**.

Topic

"How to Make Juice"

Guidelines

4. Write at least 8-10 sentences
5. Use imperative verbs
6. Use sequence words
4. Pay attention to grammar, vocabulary, and organization

Your Answer :

Apendix 5

INSTRUMENT VALIDATION SHEET

WRITING TEST AND ANALYTIC SCORING RUBRIC VALIDATION SHEET

Research Title :

The Effect of Task-Based Learning on Tenth Grade Students' Writing Skills at SMK Medika Samarinda

Name of Validator : **Surianti, S.Pd.**

Position : **English Teacher**

Institution : **SMK Medika Samarinda**

A. VALIDATION INSTRUCTIONS

This validation sheet is intended to evaluate the appropriateness of the Writing Test Instrument and Analytic Scoring Rubric used in the research entitled "The Effect of Task-Based Learning on Tenth Grade Students' Writing Skills at SMK Medika Samarinda".

Please give a check mark (✓) in the appropriate score column based on your assessment of each indicator.

5 – Strongly Appropriate
4 – Appropriate
3 – Fairly Appropriate
2 – Inappropriate
1 – Strongly Inappropriate

Please provide comments and suggestions for improvement where necessary.

B. ASSESSMENT CRITERIA

No	Aspect	Indicator	1	2	3	4	5
1	Content Validity	The writing task is relevant to the research objective.				✓	
2	Content Validity	The writing task measures students' writing skills appropriately.				✓	
3	Content Validity	The Procedure Text topic is suitable for vocational high school students.				✓	
4	Content Validity	The writing task reflects the learning material taught during the treatment.				✓	
5	Construct Validity	The instrument measures the intended construct of writing skills.				✓	

6	Construct Validity	The assessed components represent writing skill constructs comprehensively.				✓	
7	Construct Validity	Content, Organization, Vocabulary, Grammar, and Mechanics are appropriate indicators of writing performance.				✓	
8	Language Appropriateness	The language used in the instructions is clear and understandable.					✓
9	Language Appropriateness	The wording of the task is appropriate for Grade X vocational students.				✓	
10	Language Appropriateness	The instructions avoid ambiguity and multiple interpretations.				✓	
11	Clarity of Instructions	The task directions clearly explain what students should write.				✓	
12	Clarity of Instructions	The expected writing product is clearly described.				✓	
13	Clarity of Instructions	The instructions facilitate students' understanding of the task requirements.				✓	
14	Relevance to Research Objectives	The instrument can measure students' writing achievement before and after treatment.				✓	
15	Relevance to Research Objectives	The instrument supports the measurement of the effect of Task-Based Learning.				✓	
16	Assessment Criteria Accuracy	The scoring rubric provides clear assessment criteria.				✓	
17	Assessment Criteria Accuracy	Each score level is clearly distinguished.				✓	
18	Assessment Criteria Accuracy	The rubric allows objective assessment of students' writing.				✓	

20	Assessment Criteria Accuracy	The rubric facilitates consistent scoring among raters.				✓	
21	Suitability to Students' Level	The writing task is appropriate for Grade X students' proficiency level.				✓	
22	Suitability to Students' Level	The level of difficulty is suitable for vocational high school students.				✓	
23	Suitability to Students' Level	The task encourages students to express ideas within their language ability.				✓	
24	Layout and Organization	The instrument format is systematic and well-organized.				✓	
25	Layout and Organization	The instrument is easy to administer and score.				✓	

C. SUGGESTIONS AND COMMENTS

_____

_____

_____

D. VALIDATOR'S DECISION

☑ The instrument is valid and can be used without revision.

☐ The instrument is valid and can be used with minor revision.

☐ The instrument requires revision before use.

☐ The instrument is not valid and should be redesigned.

Samarinda, 27 April 2026

Validator,

Surianti, S.Pd.

Apendix 6

Documentation

Pre Test





Post Test





Apendix 7

LEMBAR REVISI SEMINAR PROPOSAL
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Email: fkip@uwgm.ac.id

NAMA : Natalia Angelita
NPM : 2288203014
PROGRAM STUDI : Pendidikan Bahasa Inggris
JUDUL SKRIPSI : The Effect of Task-Based Learning on Tenth Grade Students' Writing Skills At Vocational High School

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Widi Syahtia Pane, M.Pd.	1. Memperbaiki technical errors pada penulisan skripsi. 2. Menyesuaikan penulisan dengan pedoman penulisan skripsi.	
2	Pembimbing II Godefridus Bali Geroda, M.Pd.	1. Merevisi judul agar lebih menarik. 2. Memperkuat Background of the Study dengan data. 3. Menjelaskan validity instrument penelitian secara lebih rinci.	
3	Penguji I Dr. Dedi Rahman Nur, M.Pd.	1. Melengkapi Background of the Study. 2. Menambahkan data hasil wawancara atau kuisioner yang diberikan kepada guru. 3. Menyertakan contoh instrument penelitian seperti soal, RPP atau Modul Ajar. 4. Menambahkan data dan profil	

		sekolah sebagai pendukung penelitian. 5. Melakukan sintesis dan perbandingan terhadap jurnal-jurnal yang digunakan. 6. Menjelaskan weaknesses penelitian. 7. Menambahkan teori yang menjelaskan alas an perlunya atau tidak perlunya validasi instrumen. 8. Menyempurnakan rubik penilaian yang digunakan.	

Mengetahui
Ketua Program Studi

Nurdin Arsyad, M.Pd
NIK. 2025.091.352

Apendix 8

LEMBAR REVISI UJIAN SKRIPSI
UNIVERSITAS WIDYA GAMA MAHAKAM SAMARINDA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Email: fkip@uwgm.ac.id

NAMA : Natalia Angelita
NPM : 2288203014
PROGRAM STUDI : Pendidikan Bahasa Inggris
JUDUL SKRIPSI : The Effect of Task-Based Learning on Tenth Grade Students' Writing Skills At SMK Medika Samarinda

No	Nama Dosen dan Jabatan	Catatan Revisi	Tanda Tangan
1	Pembimbing I Widi Syahtia Pane, M.Pd.		
2	Pembimbing II Godefridus Bali Geroda, M.Pd.	1. Gunakan judul yang sama persis pada cover, preface, abstract, lembar pengesahan, dan seluruh bagian lain. 2. Periksa jabatan "Secretary of the Elementary School Teacher Education Program"; pastikan bukan kesalahan salin dari program studi lain. 3. Gunakan thesis, bukan thesis proposal, karena naskah telah memuat Bab IV dan Bab V. 4. Perbarui Table of Contents, List of Tables, dan List of Appendices setelah seluruh revisi selesai agar nomor halaman tepat. 5. Background harus bergerak dari konteks umum ke masalah lokal, bukti awal, solusi pedagogis, research gap, lalu tujuan	

		penelitian. 6. Data awal dari guru perlu disajikan lebih konkret: butir utama, jawaban, dan bagaimana jawaban tersebut mendukung pemilihan TBL. 7. Research question, objective, hypothesis, analysis, conclusion, dan title harus memakai konstruk yang sama: significant difference in writing scores before and after TBL. 8. Gunakan limitation of the study untuk membatasi peserta, genre, komponen penilaian, desain, lokasi, dan waktu. 9. Tambahkan subbagian Procedure Text dengan minimal definisi, social function, generic structure, language features, contoh tuntutan writing, dan relevansi bagi siswa SMK. 10. Perluas teori Writing Skills: process of writing, product versus process, komponen writing, dan prinsip assessment. 11. Perluas teori TBL: definition of task, criteria of a task, stages, teacher and learner roles, advantages, limitations, serta penerapan untuk writing. 12. Previous studies sebaiknya disajikan dalam tabel komparatif dan diakhiri sintesis, bukan sekadar rangkuman satu per satu. 13. Research gap perlu ditulis eksplisit: konteks SMK, procedure text, desain, analytic	

		rubric, dan rater consistency. Hindari mengklaim novelty hanya karena lokasi berbeda. 14. Tambahkan conceptual framework diagram yang menunjukkan: TBL stages → meaningful writing practice → overall writing score → pretest-posttest difference. 15. Nyatakan desain dengan notasi O□–X–O□ dan jelaskan ancaman validitas internal. 16. Tuliskan jumlah populasi yang sebenarnya, jumlah kelas, program keahlian, dan dasar penetapan sampel 20 siswa. 17. Jelaskan identitas dan kualifikasi Rater 1, Rater 2, dan validator. 18. Tampilkan treatment plan per meeting: tujuan, topic/task, TBL stage, teacher activity, student activity, output, dan waktu. 19. Rubric pada Table 1 harus benar-benar analytic per component; tabel ringkas yang menggabungkan seluruh aspek tidak cukup mewakili rubric analitik. 20. Jelaskan formula final score dan cara menggabungkan skor dua rater. 21. Untuk inter-rater reliability, ICC lebih tepat daripada Pearson r karena tujuan utama adalah agreement. 22. Tambahkan aspek etika penelitian: izin sekolah, persetujuan peserta, anonimitas,	

		dan kerahasiaan data. 23. Pisahkan Findings dari Discussion secara tegas. Findings berisi data; Discussion menginterpretasikan data dengan teori dan penelitian terdahulu. 24. Normality test harus memakai difference scores. Jangan menyimpulkan normalitas paired data hanya dari pretest dan posttest secara terpisah. 25. Laporkan paired-samples t-test secara lengkap: mean difference, SD difference, t, df, p, dan 95% confidence interval. 26. Tambahkan effect size (misalnya Cohen's dz) bila disetujui pembimbing. Dari data yang tersedia, dz sekitar 2.15; tetap tafsirkan hati-hati karena tidak ada kelompok kontrol. 27. Jangan menyatakan confidence meningkat karena tidak ada instrumen confidence. 28. Jangan menyatakan grammar/content/organization paling meningkat tanpa data per komponen. 29. Discussion perlu membahas mengapa posttest mean masih berada pada kategori Fair meskipun meningkat secara signifikan. 30. Conclusion harus menjawab research question secara langsung dan tidak menambahkan temuan yang tidak dianalisis. 31. Gunakan bahasa "students' scores	

		improved after the implementation" atau "there was a significant difference", bukan "TBL definitively caused improvement". 32. Suggestions harus diturunkan dari temuan dan limitations: latihan lanjutan, kontrol eksperimen, durasi lebih panjang, prompt ekuivalen, sample lebih besar, analisis per komponen, dan ICC. 33. Daftar pustaka masih memerlukan pemeriksaan manual melalui Mendeley/Zotero dan sumber asli.	
3	Penguji I Dr. Dedi Rahman Nur, M.Pd.	1. Menambahkan penjelasan mengenai kategori fair. 2. Merevisi bagian yang membahas students' confidence dengan melunakkan kalim agar sesuai dengan data. 3. Batasi klaim "effect" atau "impact". Desain satu kelompok belum cukup kuat untuk klaim kausal penuh. 4. Kalimat "solid empirical evidence sebaiknya menjadi "initial empirical evidence" atau " limited empirical evidence", 5. Bagian waktu penelitian belum jelas. Tambahkan bulan, tanggal, jumlah pertemuan, serta durasi	

		tiap pertemuan. 6. Populasi belum lengkap, perlu menyebutkan jumlah total seluruh kelas x dan total siswa kelas x. 7. Kamu menulis cluster sampling, tetapi prosedur pemilihannya belum dijelaskan. 8. Alasan pemilihan kelas tampak praktis. Ini lebih dekat dengan purposive cluster sampling. Saya sarankan kamu jelaskan lebih jujur. 9. Frasa "causal relationship" terlalu kuat untuk desain ini. Kalimat bisa menggantinya menjadi "relationship between treatment and students' writing improvement". 10. Ada ketidakkonsistenan. Tertulis "procedure or report text", padahal fokus penelitian hanya procedure text. 11. Rubrik disebut memiliki lima komponen. Namun, penjelasan belum menunjukkan indikator tiap komponen secara rinci. 12. Tabel rubrik terlalu umum. Perlu memisahkan content, organization, vocabulary,	

		grammar, dan mechanics. 13. Validitas perlu diperjelas. Siapa validatornya, apa kualifikasinya, dan bagian apa saja yang divalidasi? 14. Analisis pre-test sudah cukup, tetapi masih deskriptif. Kamu bisa menambahkan penjelasan mengapa hasil awal rendah. 15. Penjelasan treatment masih umum. Sebaiknya membuat tabel meeting 1 sampai 4, berisi aktivitas dan output. 16. Tidak semua siswa naik 8 poin. Ini perlu dibahas. Student 4 naik 4 poin dan Student 8 tidak naik. 17. Jelaskan mengapa memakai Shapiro–Wilk. 18. Klaim reliabilitas sudah baik, tetapi perlu hati-hati. disarankan tulis "high consistency between raters". 19. Kalimat "significantly improved' perlu dibatasi.Lebih aman ditulis "Students'scores increased significantly after TBL. 20. Discussion masih seperti ringkasan hasil. Perlu menjelaskan mengapa TBL cocok	

		untuk Procedure Text. 21. Pembahasan penelitian terdahulu masih seperti daftar. Kalian perlu menunjukkan persamaan dan perbedaannya dengan penelitian ini. 22. Bagian limitation sudah baik. Namun, hubungkan lagi dengan kehati-hatian dalam menarik kesimpulan. 23. Kesimpulan sudah menjawab rumusan masalah. Namun, tetap batasi karena desainnya tanpa control group. 24. Kalimat "positive and meaningful effect" terlalu kuat. Saya sarankan diganti menjadi "students' writing scores improved significantly after TBL". 25. Saran untuk siswa masih umum. Kaitkan dengan temuan bahwa rata-rata post-test masih kategori Fair. 26. Saran untuk guru terlalu padat. Pecah menjadi beberapa poin pendek agar lebih mudah dibaca. 27. Saran sudah relevan. Namun, ada pengulangan "classroom	

		observations, classroom observations" yang perlu dihapus.	

Mengetahui
Ketua Program Studi

Nurdin Arifin,M.Pd
NIK. 2025.091.352

Apendix 9 Surat Keterangan Penelitian

YAYASAN INSAN MANDIRI
SMK MEDIKA SAMARINDA
Terakreditasi BAN S/M "B"
Izin Disdik : No.421/195/D.IIIA/06/2010
Alamat : Jl. Padat Karya Bengkuring No. 34 B Telp. 085245074392
NIS : 401260 / NSS : 402166006069 / NPSN : 30407767

Nomor : 422/412/SMK-MDK/IV/2026
Perihal : ***Pelaksanaan Penelitian di SMK Medika Samarinda***

Kepada yth.
Ketua Prodi Sarjana Pendidikan Bahasa Inggris
Universitas Widya Gama Mahakam Samarinda
di –
Tempat

Dengan Hormat,

Teriring salam dan doa semoga kita selalu mendapat rahmat dari Allah SWT. Amin

Sehubungan dengan Surat Permohonan Ijin Penelitian atas nama Mahasiswa:

Nama	:	NATALIA ANGELITA
NIM	:	2288203014
Program Studi	:	S1 Bahasa Inggris
Judul Skripsi	:	**The Effect of Task-Based Learning on Tenth Grade Student's Writing Skills at Vocational High School**

Maka pada dasarnya SMK Medika Samarinda tidak keberatan untuk dijadikan Tempat Penelitian Pendidikan.

Demikian hal ini kami sampaikan, atas perhatian diucapkan terima kasih.

Samarinda, 23 April 2026
Kepala Sekolah,

SEKOLAH MENENGAH KEJURUAN SMK MEDIKA SAMARINDA

Muhammadi, S.Pd. MM