



Implementation of Task-Based Language Teaching (TBLT) in Writing Compte Rendu French Journalistique Text

Yadi Mulyadi, Dudung Gumilar, and Iis Sopiawati

French Department, Faculty of Language and Literature Education
Universitas Pendidikan Indonesia, Indonesia

*Correspondence: E-mail: yadimulyadi@upi.edu

ABSTRACT

This study aims to: (1) describe the process and stages of the implementation of Task-Based Language Teaching (TBLT) in writing French journalistic text of *Compte Rendu Journalistique* type, (2) obtain data related to the results of students' abilities during the application of Task-Based Language Teaching (TBLT) in writing French CRJ, and; (3) test the level of effectiveness of the application of Task-Based Language Teaching (TBLT) in writing CRJ. The research method used is quantitative method with one group pre-test and post-test design. The research sample was 7th semester students of DELF B1 level who joined the FA course. The results of the study are as follows, namely: (1) the TBLT approach has been proven effective to improve students' skills in writing CRJ in French for DELF B1 level, and (2) the obstacles encountered by students include: (a) lack of vocabulary related to the themes covered in the CRJ. This is because they are not accustomed to reading and understanding CRJ both online and in print; (b) lack of understanding related to journalistic terms so that it distorts them in packaging French texts; (c) lack of understanding of grammar that must be mastered at certain levels, especially for level B1 which of course requires a lot of grammatical studies because at this level the demands are higher.

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1. INTRODUCTION

Teachers/lecturers play very vital and fundamental roles in guiding, directing, and educating students in the learning process (Davies & Ellison, 1992). The teacher's job is not only to deliver the material but also to act as an educator who is able to choose and apply the right learning approach for their students. Nasution (2016) suggested that, in choosing a learning approach, educators must pay attention to the circumstances or conditions of students, learning materials and existing learning resources so that the use of learning strategies can be applied effectively in supporting the learning success of their students. Learning strategies that give better results for students are those that involve students in thinking, speaking, arguing and expressing their ideas (Tulus, 2004).

Of the four language skills, writing skill (*production écrite*) is a skill that is considered difficult by language learners compared to other skills. Klimova (2013) states that "However, this skill is also one of the most difficult to acquire in a foreign language (FL). The reason is that in addition to learning strategies, writing requires a high proficiency of the target language." The statement is in accordance with what is stated by Sunendar, Cahyani, and Mulyadi (2013). A study by De Wachter and Heeren (2011) revealed that students' writing problems most often lie at the level of (1) text structure and cohesion, (2) style and, (3) spelling. The statement is in accordance with the opinion of Haider (2012) and Hyland (2003) that in general, difficulties in writing are divided into three things, namely linguistic, cognitive knowledge and psychological abilities such as problems of motivation and student confidence (Ahmed, & Bidin, 2016). These three problems make difficulties for students to put their ideas into text (Bilal, Tariq, Din, Latif, & Anjum, 2013; Dar & Khan, 2015; Mahboob & Talaat, 2008). In addition, other problems that are often encountered are grammatical errors and incoherent text structures that can hinder students in expressing their writing ideas as a whole because if the writing is not structured, the writing process and understanding of the content itself will be complicated (Alfaki, 2015; Quintero, 2008; Nik, Hamzah, & Rafidee, 2010; Adas, & Bakir, 2013). According to Indriyastuti (2018), the problems that often occur in writing texts, especially in foreign languages, are caused by several linguistic aspects (for example: the use of appropriate vocabulary, good and correct grammar, the use of correct spelling and punctuation) that are difficult for students to master.

Writing CRJ text is one of the writing skills that must be mastered by a French learner, because this ability is listed in the French Language Terms of Reference (Cadre Européen Commun de Références pour Les Langues) approved by the Council of Europe in 2005. The purpose of writing a CRJ in French is to find out the learners' ability to analyse (analyser), synthesise (syntatiser) and express their thoughts in writing (exprimer) according to the demands of DELF B1/B2. Considering that writing journalistic texts is a skill that is difficult for students to master and requires a lot of practice, a follow-up effort is needed to overcome this problem. One solution that can be done is through the application of learning approaches that are in accordance with the objectives to be achieved. In addition, many French Education Department's alumni currently work in the media and national newspapers.

One approach that can be used is Task Based Language Teaching (TBLT). This is based on a number of previous research findings that TBLT is effective for foreign language writing learning. The findings of some previous studies include: the effect of task based language teaching on writing skills of EFL learners in Malaysia (Ahmed & Bidin, 2016); the use of task based learning method to improve the writing skills of French language students (Kusnawati, 2014), and; observing the effectiveness of task based approach in teaching narrative essay at a private university (Manzoor, Azhar, & Malik, 2020). Based on the description above, the

researcher considers it necessary to conduct a study related to the implementation of TBLT to improve the writing skills of CRJ for 7th semester students in the FA course in order to prepare them to work in the field of journalism. Therefore, the researcher is interested in conducting a study entitled "Implementation of Task Based Language Teaching in learning to write CRJ". In accordance with the problem formulation above, this study aims to: 1) describe the process and stages of the implementation of Task Based Language Teaching (TBLT) in writing French journalistic texts of the CRJ; 2) obtain data related to the results of students' abilities during the implementation of Task Based Language Teaching (TBLT) in writing CRJ.

2. METHODS

The research method is basically a scientific way to get data and objectives. The research method is a method used to find out the results that are arranged systematically. For the purposes of this study, researchers used the Pre-Experimental Design research method because there are still external variables that influence the formation of the dependent variable. This research uses the One-Group Pretest-Posttest research design, so in this design there are pretest, before being given treatment and post-test. Thus, the results of the treatment can be known more accurately, because it can compare the situation before and after being given treatment. To help facilitate data collection in this study, the researcher used an instrument in the form of a French journalistic text writing skills test. In addition, in the learning process, another instrument will be prepared in the form of a reading comprehension test to support the application of the TBLT approach to the reading comprehension process which is one of the stages that must be passed in the learning model.

3. RESULTS AND DISCUSSION

The implementation of this pre-experiment research involved 1 group (1 class), namely the experimental group without comparison or without a control group. The experimental group was given treatment using the Peer Review method totalling 27 students. The implementation of data collection was carried out in September 2023. The material given is compiling CRJ texts in French. In this study, the researchers acted as observers. The activities carried out at the research planning stage include preparing teacher's guide, preparing assessment guidelines, preparing materials that are in accordance with the competencies to be taught, namely B1 DELF and making learning media in the form of material impressions (powerpoint slides). The aspects of CRJ writing assessment in this study include: (1) The content of ideas developed (*Respect de la consigne*); (2) The organisation of content development (*Capacité à présenter des faits et sa pensée*); (3) Grammar (*Morphosyntaxe - orthographe lexicale*); (4) writing style (*Cohérence et cohésion*), and; (4) Sentence development and spelling (*Degré d'élaboration des phrases*).

Of the five aspects of assessment above, the grammar aspect (*Morphosyntaxe - orthographe lexicale*) (assessment criterion 3) is the most common obstacle found in this study. In the test results both in the initial test and in the final test, there were many grammatical errors. In addition, another obstacle is the inability in terms of rules and presentation of informative text writing (assessment criterion 1).

In relation to the implementation of the Task-Based language Teaching (TBLT) approach for *compte rendu* journalistique writing, the following stages of the learning process are presented, adapted from Gratadour (2008).

Phase 1 (5 minutes)

Discovery of the story. The example of CRJ is read/presented/distributed by the teacher.

Phase 2 (5 minutes)

Writing constraints. On the draft sheet, the students in groups read the text and write down the instructions so that they are clearly understood.

Phase 3 (5 minutes)

Conceptualisation. This phase is essential and must be accompanied by a "ceremony": absolute silence, no distracting activities (pencil case, etc.), a concentrated attitude (close your eyes, etc.).

Phase 4 (10 minutes)

The pupils write in pencil on the sheet of paper on which they have written the instructions. However, this is a draft sheet on which they can rework their text.

Phase 5 (15 minutes)

Initial validation by the teacher. As soon as the work is finished, it is presented to the teacher. The teacher reads the text presented and questions each student individually on the points defined in the instructions. The teacher gives work guidelines and corrects the text if necessary (in the case of imperfections that the student is not yet able to improve alone).

Phase 6 (15 minutes)

Work on the text. This is not a rewrite, but a return to the initial text to delete, cross out or rewrite a word, sentence or paragraph, in order to correct inconsistencies or eliminate repetitions (taking into account the concepts acquired during the year).

Phase 7 (5 minutes)

Clean-up by the student on a new sheet of paper: the instructions are noted down again.

Phase 8 (15 minutes)

Second, individual validation by the teacher of the changes made by the student. This validation is not systematic. It is acceptable for the student to clean up an "imperfect" text that is nonetheless acceptable in terms of the writing instructions. This work enables the teacher to identify recurring difficulties and students in difficulty and to plan sessions to reinforce (for all) or remediate (for some).

The teacher corrects, writing on the student's paper if necessary. This text can be considered as the final trace or the student can copy the text again. The text is stored in a special writing tool, with or without the different stages of writing.

Phase 9 (10 minutes)

The teacher asks the students to correct the group work. The students correct the work of their neighbours in this group.

Phase 10 (15 minutes)

The teacher opens the discussion session on the students' texts.

The initial learning activities using the TBLT approach in the experimental class began with preparing for learning as usual. The teacher/researcher conducted apperception and initial test by presenting a news text in front of the class. The following is an example of journalistic text from the website used in this research.



Figure 4.1. CRJ 1



Figure 4.2. CRJ 2



Figure 4.3. CRJ 3

In another activity, the lecturer gives an overview of the journalistic text presented. Then the students are divided into several groups. Students were then given photocopies of

examples of journalistic texts. The teacher/researcher then explained the tasks that must be done by students, namely the task of studying the text.

After the students finished discussing the task with their groups, the teacher appointed one of the students in each group to explain the content of the news text that had been read and what elements made up the informative text. After that, the teacher asked the students to write informative texts with the help of pictures shown in the video and power point slides that had been shown by the teacher. After the writing is finished, students in the group exchange their writing and each corrects the writing of their friends in the group. For the assessment of writing results, students use the assessment criteria given by the teacher. After correcting each other's writing, the teacher then guides the whole group to correct the writing together. The results of student writing are then corrected by the teacher. The results of the teacher's correction are delivered individually to all students. At the end of the lesson, the teacher summarises the results of the news text writing session.

Pretest Implementation

Pretest was conducted once. This test is an individual test with the aim of knowing the ability of respondents before being given treatment/treatment. The pretest question is in the form of an order to write *compte rendu* text (sample question attached). The maximum score for each number is 10 points. Thus, if all questions get full marks then the respondent will get 100 points. The time given to students to work on this pretest question is 30 minutes.

Implementation of Treatment

The next activity is the researcher conveying material about writing French journalistic text. The learning objectives and competency indicators to be achieved by the respondents on French writing skills, namely level B1, were also presented. After that, the researcher provided hand outs about French journalistic texts and vocabulary related to the theme of leisure time (*Les Loisirs*) which were used in the learning process of writing simple French sentences. After all respondents received the handout, the researcher began to explain the material about TBLT, followed by an explanation of the material on strategies for writing simple and complex sentences in French to direct respondents to write journalistic texts. After finishing explaining the material, the researcher gave examples of journalistic texts to study and analyse the elements of simple and complex sentences contained in the text. Then the researcher gave the respondents the opportunity to ask questions or give their opinions about the text analysed and the preparation of the *compte rendu* text. The steps for implementing the treatment in the learning process of writing journalistic texts (*compte rendu*) using the TBLT approach are as follows;

- 1) The researcher divided the students into several groups. Then each group was given the task of analysing journalistic texts taken from a number of French-language online newspapers.
- 2) The researcher explained the learning material about how to analyse texts from French-language newspapers. Then the researcher explained about simple and complex sentence writing in French as an introduction to understanding journalistic texts in French newspapers.
- 3) The researcher gives examples of constructing simple and complex sentences in French using vocabulary related to the journalistic texts analysed earlier.
- 4) The researcher gave respondents the opportunity to ask questions about the material that had been given.

- 5) The researcher gave respondents the opportunity to try to create a French *compte rendu* text individually and then discuss it with the group that had been formed.
- 6) The researcher gave an example of the next journalistic text to review the elements of the text and the sentences contained in it.
- 7) The researcher conducted an evaluation together with students about the results of their writing.

After the treatment was carried out in learning to write French journalistic text using the TBLT approach, the researcher obtained 28 test data which the researcher will analyse according to the predetermined assessment criteria as follows: 1) Understanding of the command; 2) Overall performance; 3) Sentence structure; 4) Word selection; 5) Spelling. Each criterion has a maximum score of 2, in each number there are 5 assessment criteria, so the total score is 10.

After obtaining the raw data from the pretest and posttest results, the data is then grouped and presented in the form of a frequency distribution table. This stage is carried out to obtain the difference (gain) from the pretest and posttest results. The difference is used to calculate the mean value of the pretest and posttest differences (Md) which will be used to find the T-test.

Based on the result of analysis data, the researcher can find out the number of variables X (pretest), the number of variables Y (posttest) and the amount of gain or difference between the two variables, the number of subjects N in this study were 28 respondents. The number of X variables ($\sum x$) is 1,998.5, the number of Y variables ($\sum y$) is 2,510 and the difference (d) of the two variables is 511.5.

Research Data Processing

The first step taken to process the two is to find the average (mean) of the pretest and posttest. To find the average value of the two, the calculation is carried out in the following way:

$$1) \text{ Mean value: } \textit{pretest} (X) = \frac{\sum}{n} = \frac{1998,5}{28} = 71,3$$

$$2. \text{ Mean value: } \textit{posttest} (Y) = \frac{\sum}{n} = \frac{2510}{28} = 89,6$$

From the average results, it can be seen that there is a difference in the average value of the pretest and posttest results, which is 18.3 points. The next step is to calculate the level of significance between the mean pretest and posttest results, with the following formula:

$$t = \frac{md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Keterangan:

Md : Mean dari hasil perbedaan *pretest* dan *posttest*

$\sum x^2 d$: Sum of squared deviations

N : Amount of data

d.b : determined by $N - 1$

After obtaining the mean result of the difference between pretest and posttest (Md), the next step is to calculate the square deviation ($\sum x^2 d$). Based on the data analysis, the following is the calculation of the t value:

$$t = \frac{md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{18,2}{\sqrt{\frac{3.369,6}{28(28-1)}}}$$

$$t = \frac{18,2}{\sqrt{\frac{3.369,6}{756}}}$$

$$t = \frac{18,2}{\sqrt{4,4}}$$

$$t = \frac{18,2}{2,1}$$

$$t = 8,6$$

Based on the results of the t calculation above, the t-test value of 8.6 was obtained. After processing the data, the researcher continued this research by conducting a hypothesis test by comparing the t-test and t- table. To find the t table, the researcher must first determine the degree of freedom (d.b) obtained by the following formula:

$$d.b = N - 1$$

$$d.b = 28 - 1$$

$$d.b = 27$$

Based on the above calculations, the value of degrees of freedom (d.b) is 27. The calculation is used to determine whether the difference between the two pretest and posttest averages is significant or not. In this study, the significant level used was 5% or $\alpha = 0.05$.

Thus, a significant level of 5% with degrees of freedom (d.b) 27 obtained a t table value of 2.72. The t-test value in this study is 5.2, which means that the t-test value is greater than the t-table ($8.6 > 2.72$). This means that there is a significant difference between the pretest and posttest scores. After knowing the t-test and t-table values, researchers will prove the hypothesis in this study. Based on the calculation, the researcher obtained the t-table with a degree of freedom (d.b) value of 27 and a significance level of 5% or $\alpha = 0.05$ is 2.72 the t-test value in this study is 8.6.

$$t\text{-test} > t\text{-table}$$

$$8,6 > 2,72$$

Referring to these results, it can be proven that the working hypothesis in this study can be accepted because there is a significant difference in the average value between the average value of the pretest and the average value of the posttest. The proof of this working hypothesis means that the Task-Based Language Teaching (TBLT) approach is effectively used to improve the writing skills of CRJ.

4. CONCLUSION

Referring to the results that have been achieved, the researcher can reveal that: (1) the TBLT approach has proven effective to improve students' skills in writing CRJ in French for DELF B1 level, and (2) the obstacles encountered by students include: (a) lack of vocabulaire related to the themes covered in the journalistic texts studied. This is because they are not used to reading and understanding journalistic texts both online and in print; (b) Lack of understanding of journalistic terms (*terme journalistique*) so that it distorts them in packaging French texts; (c) Lack of understanding of grammar that must be mastered at certain levels, especially for level B1 which of course requires a lot of grammatical study because at this level the demands are higher.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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