ABSTRACT

Anggun Nurafni Oktavia, 2024. *Instructional Model of Task-Based Language Teaching for Writing Learning In The 10th Grade at Senior Highschool : A Single Case Study at SMAN 4 Blitar.* Thesis English Education Departement, Undergraduate Program, Islamic University of Balitar, Blitar. Advisor (1) Supriyono M. Ed, Advisor (2) Yusniarsi Primasari M. Pd

Keywords : Task-Based Language Teaching, Writing Learning

This study explored how Task-Based Language Teaching (TBLT) is applied to writing instruction for 10th graders at SMAN 4 Blitar. It focused on understanding the actual teaching and learning process within the classroom.

The research used a qualitative case study approach, gathering data through interviews, observations, and document analysis. Participants included 10th-grade English teachers, students, and the school principal. Data analysis involved collection, reduction, display, and conclusion/verification, with validation through triangulation and check-re-check techniques.

Findings highlighted the comprehensive nature of TBLT implementation. Planning involved understanding student needs, aligning tasks with curriculum, and preparing resources. Implementation included group work, writing tasks, and feedback. Evaluation used consultations, presentations, and ongoing assessment. Follow-up focused on analyzing student performance, identifying improvement areas, and providing additional support.