

THE EFFECT OF TASK-BASED LEARNING USING DIGITAL TECHNOLOGY ON STUDENT ENGAGEMENT AND MOTIVATION IN ENGLISH WRITING SKILLS: A CASE STUDY AT SMP MUHAMMADIYAH AL-KAUTSAR PK KARTASURA

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi tingkat keterlibatan dan motivasi siswa dalam menulis bahasa Inggris melalui pembelajaran berbasis tugas yang diintegrasikan dengan teknologi digital. Penelitian ini menggunakan pendekatan campuran (mixed-methods) dengan desain sekuensial eksplanatori, yang menggabungkan metode kuantitatif dan kualitatif. Pada metode kuantitatif, kuesioner digunakan untuk mengukur tingkat keterlibatan siswa, sedangkan pada metode kualitatif, wawancara dilakukan untuk mengukur motivasi siswa. Data kuesioner telah melalui uji validitas dan reliabilitas sebelum didistribusikan kepada subjek penelitian. Subjek pada penelitian ini adalah siswa Kelas 8B di SMP Muhammadiyah Al-Kautsar PK Kartasura. Data kuantitatif dianalisis menggunakan teknik statistik deskriptif, sedangkan data kualitatif dianalisis menggunakan analisis tematik. Hasil analisis data kuantitatif menunjukkan bahwa keterlibatan siswa Kelas 8B termasuk dalam kategori sedang hingga tinggi, dengan skor rata-rata 32,97. Sementara itu, hasil wawancara menunjukkan peningkatan motivasi siswa untuk menulis dalam bahasa Inggris, meskipun peningkatan ini belum optimal secara konsisten di antara semua siswa. Hasil penelitian juga menunjukkan bahwa pendekatan pembelajaran berbasis tugas yang diintegrasikan dengan teknologi digital juga meningkatkan kepercayaan diri siswa dalam menulis bahasa Inggris. Namun, masih terdapat beberapa kendala, seperti kendala internal dan eksternal. Salah satu tantangan internal yang paling umum adalah keterbatasan kemampuan dan minat siswa dalam belajar, sementara tantangan eksternal, seperti keterbatasan akses internet, juga dapat memengaruhi proses pembelajaran. Dengan demikian, dapat disimpulkan bahwa penerapan pembelajaran berbasis tugas yang diintegrasikan dengan teknologi digital memiliki dampak yang signifikan terhadap peningkatan keterlibatan dan motivasi siswa dalam menulis bahasa Inggris.

Kata kunci : Student engagement, student motivation, Task-based learning, digital technology, writing skill.

Abstract

level of student engagement and motivation in writing English through task-based learning integrated with digital technology. This study employs a mixed-methods approach with an explanatory sequential design, combining quantitative and qualitative methods. In the quantitative method, a questionnaire was used to measure students' engagement levels, while in the

qualitative method, interviews were conducted to measure students' motivation. The questionnaire data underwent validity and reliability testing before being distributed to the research subjects. The subjects in this study were students in Class 8B at SMP Muhammadiyah Al-Kautsar PK Kartasura. Quantitative data were analyzed using descriptive statistical techniques, while qualitative data were analyzed using thematic analysis. The results of the quantitative data analysis indicate that the level of engagement among students in Class 8B falls into the moderate-to-high category, with an average score of 32.97. Meanwhile, the interview results reveal an increase in students' motivation to write in English, although this improvement has not yet been consistently optimal across all students. The research findings also indicate that a task-based learning approach integrated with digital technology enhances students' confidence in writing in English. However, several challenges remain, such as internal and external barriers. One of the most common internal challenges is the limitation of students' abilities and interest in learning, while external challenges, such as limited internet access, can also affect the learning process. Thus, it can be concluded that the implementation of task-based learning integrated with digital technology has a significant impact on increasing student engagement and motivation in writing in English.

Keywords: Student engagement, student motivation, Task-based learning, digital technology, writing skills.

1. INTRODUCTION

In society, writing skills are important, because they are the foundation in forming a communication, history, and art rest (Alqasham & Al-Ahdal, 2021). Writing skills are also one of the important foundations in the world of education, one of which is at the junior high school level. English language skills, especially writing, are crucial for junior high school students because writing is a crucial aspect of global communication. According to Alqasham & Al-Ahdal (2021), writing is crucial because it allows students to express themselves, defend their brilliant ideas, and establish their identity. Hammer as cited in Faraj (2015), Writing skills have long been regarded as one of the cornerstones of success in language learning. In addition, the author discusses why writing skills are important and how to teach them effectively to students, including reinforcing foundational skills, adapting to students' learning styles, language development, and most importantly, writing skills as a long-term investment in oneself.

In Indonesia, English writing skills are still considered to be at a low level. According to a survey conducted by PISA (Program for International Student Assessment) and released by the OECD (Organization for Economic Cooperation and Development) in 2019, Indonesia ranked 62nd out of 70 countries with low literacy

rates. According to Holifah et al.(2025), writing skills in English are considered the most difficult skill, especially at the middle school level. Students who struggle to develop ideas in English writing assignments may end up losing confidence. The 2021 AKSI survey showed that 65% of junior high school students struggled with English writing skills, especially in composing coherent texts, and this was due to a lack of authentic classroom practice, which was caused by low student motivation and engagement in the learning process (Kemdikbudristek, 2021). Research conducted by Sari & Wzahyudin (2019)in the journal of English education, stated that the difficulties that occur due to the existence of traditional methods that do not encourage students to actively participate in the learning process.

One method that can help in writing English is task-based learning. Task-Based Learning (TBL) is known to be effective in improving students' abilities by focusing on task completion, aiming to increase motivation and improve students' English skills (Rod Ellis, 2019). Task-based learning method was basically proposed by N Prabhu (1987) in Bangalore, southern India. According to Jane Willis (1996) "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome". In this concept, it is explained that the student learning process will be more effective if they are directly engaged in task-based learning. according to Ellis (2003), showed that Task-Based Learning can significantly improve writing skills through the provision of authentic tasks that make the learning process more meaningful (Eliss, 2003, p. 10).

Task-Based Learning (TBL) marks a shift from conventional teaching methods toward a more dynamic, student-centered approach. This Task-Based Learning approach is carefully designed so that the assigned tasks can achieve their objectives in line with students' language learning abilities. Task-Based learning indirectly emphasizes language functions within a content-based curriculum by integrating those functions into the completion of authentic tasks (Alnajashi & Arabia, 2024). Nunan (1989) had described tasks as independent activities that serve as the basic unit, through which students can understand, process, and integrate authentic language, with an emphasis on meaning rather than structure. A study conducted by Ariyani (2022) also explains in a character education journal that TBL is effective in improving students' English skills through authentic tasks that can improve students' English skills through

contextual and meaningful practice. Furthermore, Task-Based Learning increases students' opportunities to learn through participation and task creation by engaging them in interactive activities (Soleh et al. 2020). Task-Based Learning method which was implemented contributed to enhance student writing skills in English as a Foreign Language learning (Mindiola Rivas & Vaca Cárdenas, 2024). The Task-Based Learning approach is specifically designed to help students master a second language or foreign language (L2) by engaging them in real-world, meaningful tasks (Rod Ellis, 2003). Yan (2014) Explain how researchers can guide students to write more effectively in English through a series of well-designed tasks. The goal is to help them overcome their individual challenges. While working on the tasks, students are encouraged to collaborate and discuss with their peers. The essence of this approach is that, while working on the tasks, students become more active and focused in the process of developing and organizing their ideas. In a journal article submitted by Jack Richards (2014), in the book *Approach and Methods in Language Teaching*, it is stated that TBL is an effective learning in the process of learning a foreign language, especially in the context of secondary school.

Student Engagement is the most important thing in the learning process, especially in English writing skills. Student engagement is essential for building their self-confidence by developing their thinking skills and abilities to create meaningful learning experiences, such as actively participating in and discussing topics in groups, providing constructive feedback and suggestions, and sharing ideas with fellow group members and classmates. Furthermore, Hashemi, Azizinezhad, and Darvishi (2012) Based on the results of their research, it is believed that Task-Based Learning (TBL) can be used to track the development of students' English writing skills. As explained in their study, there is a specific aim to encourage engagement among beginner students when they feel shy, confused, or unable to express themselves in words. Hismanoglu & Hismanoglu (2011), It has been observed that task-based learning can help eliminate passivity and boredom among students in writing classes. Being a learner-centered approach, Task-Based Learning (TBL) emphasized students' active engagement in the process of learning. According Johnmarshall Reeve (2011), in the *Handbook of Research on Student Engagement*, it was showed that student engagement when carrying out project-based assignments, this can increase students'

intrinsic motivation and improve learning outcomes. Research results from Marlinton et al.(2023), showed that TBL has been proven to increase student attention, retention, and understanding, as well as encourage engagement and a sense of contribution in the learning process. But in Indonesia, there are many complaints, one of which is due to the lack of intrinsic motivational activities, resulting in low motivation of students in the classroom (Amalia, 2019). Research conducted by (Dornyei, 2001) highlights that student motivation in EFL can be developed through a real-task-based approach through digital technology.

In today's digital era, the use of Task-Based Learning in the learning process is very crucial in the English language writing process. According to the findings of Shenggao Wang (2012), The use of digital tools in teaching English writing significantly improves students' writing skills through repeated practice and instant feedback. In addition, Previous research has indicated that technology integration at this developmental stage can lead to higher levels of student motivation and engagement (Rashid & Muhammad, 2016). SMP Muhammadiyah Al-Kautsar is a junior high school that has been based on a digital school in the learning process that is able to support student learning and student motivation. In recent years, Digital-Based Learning has gained increasing attention because it is considered more effective in improving various language skills. The integration of digital technology into education makes students more interested and enhances their engagement and motivation in learning (Gunawan & Pambayun, 2025).

Task-Based Learning that incorporates technology provides students with the opportunity to complete tasks using digital tools. Digital technology can enhance students' creativity and problem-solving skills. This approach encourages students to become more actively engaged in the learning process, thereby creating a more interactive and enjoyable learning experience (Gunawan & Pambayun, 2025). Therefore, the combination of digital learning and TBL makes the learning environment more flexible and effective. This is very relevant to the learning needs of the 21st century. However, of course there are main challenges in the implementation and how to combine TBL with digital learning in the process of increasing the motivation and engagement of junior high school students in English writing skills.

As a digital school, SMP Muhammadiyah Al-Kautsar Kartasura has an ideal environment to research the effect of TBL in improving students' writing skills and increasing their engagement and motivation. Although many previous researchers have explored TBL and digital learning separately, few have examined the combined impact of TBL and digital schools in improving students' motivation and engagement in writing skills at the secondary school level (David Nunan, 2004). Previous research has highlighted the effectiveness of Task-Based Learning (TBL) at the university level or in non-digital learning contexts. However, there is little research specifically examining the impact of TBL implemented through digital platforms on junior high school students in Indonesia, particularly in terms of improving their engagement and motivation in writing skills. This study fills this gap by examining the impact of TBL implementation through digital media in the digital school environment of SMP Muhammadiyah Al-Kautsar Kartasura, a context that has been relatively rarely studied empirically. The novelty of this study lies in the combination of TBL methods with the use of digital platforms in teaching English writing to junior high school students, which targets simultaneous increases in motivation and engagement. This method is very suitable for technological developments in improving the quality of education and provides a real contribution to how digital devices combined with task-based learning can improve student learning outcomes, especially at the secondary school level in Indonesia.

2. METHOD

In this study, a mixed method with a sequential explanatory design was used. The mixed method method is a research approach that combines quantitative methods and qualitative methods in order to gain a more comprehensive understanding of the phenomenon to be studied. According to Creswell (2009), it is stated that combining qualitative and quantitative methods will get a better understanding. This study uses a sequential explanatory method which is carried out sequentially using quantitative methods, then continued using qualitative methods. According to Sugiyono (2019), stated that by combining the two methods, the kuantitatif method can complement the shortcomings of the quantitative method and vice versa, the qualitative method can complement the shortcomings of the quantitative method. This study aims to get a clearer picture of the use of task-based learning integrated with digital technology to

increase student engagement and motivation in english writing skills.

In the combination of this method, the data obtained is not only in the form of statistical analysis from the quantitative method, but also in the form of in-depth descriptive so that it can explain the meaning and experience that underlies the data. There are two data collection used in this study, namely, data collection through quantitative in the form of questionnaires and data collection using qualitative methods conducted by interviews. At the quantitative stage, this study was conducted with the aim of measuring the level of student writing engagement with the use of task-based learning with digital technology. Quantitative data was obtained from the results of the questionnaire given to students. Then the next stage is research using qualitative methods. At this stage, a qualitative method is used to see students' motivation in writing English which is carried out using task-based learning through digital technology. The results of quantitative data were obtained from interviews with several students who had been selected for research information. Using mixed methods, the research was able to identify the level of student involvement and find out the factors that increase student motivation in depth.

This research will be conducted at SMP Muhammadiyah Al-Kautsar PK Kartasura. This school is one of the junior high schools in Indonesia that has implemented the concept of digital schools in learning activities. This study observes how the use of task-based learning methods in developing writing skills can increase student engagement and motivation through digital technology. This study was conducted in the even semester of the 2025/2026 academic year in one of the 8th grade classes. In one class consists of 30 students SMP Muhammadiyah Al-Kautsar PK Kartasura. This study consists of several stages, namely, the stages of preparing research instruments, collecting data from the results of questionnaires, conducting interviews, and analyzing data produced from two research methods.

3. FINDINGS AND DISCUSSION

The results of the quantitative and qualitative data analysis indicate that task-based learning integrated with digital technology has a positive impact on increasing student engagement and motivation in english writing skills.

In answering the 2 research questions, two approaches are used, namely

quantitative and qualitative approaches to see and measure student engagement and student motivation in depth. This research deliberately uses different research with the aim of achieving the goals of each research question. To see student engagement, a quantitative approach was used with the aim of finding out how engaged students were in learning with Task-Based Learning integrated with digital technology. Meanwhile, to look at student motivation in depth, the researcher used a qualitative approach. The qualitative approach does not only aim to see student motivation, but also to see students' learning experiences, student perceptions, and the influence of Task-Based Learning with digital technology in influencing student motivation during the learning process.

From the results of quantitative data analysis using questionnaire, it is known that student engagement enters the medium category to high. The mean score obtained is 32.97. From the mean results, it can be concluded that student engagement at SMP Muhammadiyah Al-Kautsar PK Kartasura, especially in class 8B, is quite high. Students are considered quite active in writing English activities using the Task-based learning method which is integrated with digital technology. The results of the quantitative data are in line with the Flow Theory initiated by Mihaly Csikszentmihalyi (1990). The theory states that when a person feels interested and focused on something, they will have a high sense of engagement. These findings also reinforce the results of the research of Farizka et al., (2020) shows that learning using the Task-Based Learning Method (TBL) can make students more actively engaged in the learning process through meaningful activities.

With the task-based learning method integrated with digital technology, students can become more engaged the English writing learning process. This is also in line with research conducted by Yunia & Diana (2023), showing that the use of digital technology in Task-Based Learning can increase student engagement in terms of behavior and emotions. In this learning activity, students not only learn the material passively, but also actively in English writing assignments that adjust to students' abilities. This causes students to be in a "Flow" state which means that students face challenges to complete an assignment and they can still complete the assignment well.

The results of this study were then further strengthened by qualitative research using interviews with students. The results of the interview explained that using task-

based learning integrated with digital technology can increase students' motivation in writing English. This increase does tend to vary from student to student, depending on the ability of each individual student. Some students admitted that with digital technology they find it easier to do assignments. The results of this study can be understood as Self-Determination Theory (SDT) proposed by Deci and Ryan (1985), it is explained that learning motivation is influenced by three psychological needs, namely *autonomy, competence, and related*. With task-based learning that is integrated with digital technology, it makes students more interested and can learn independently. In addition, the use of digital technology makes students more confident, they feel more able to complete tasks with the help of digital technology. According to Ellis (2003) TBL tasks which require students to achieve results through revision enable them to develop competence which turns writing into a confident and engaging experience. With this, students become more motivated in writing English. With this, students become more motivated in writing English.

From the results of the research that has been carried out, it shows that task-based learning integrated with digital technology makes it easier for some students to write English. This is also in line with the theory put forward by Flower & Hayes (1981) which explains that the process of thinking, planning, and revision is part of the writing process. Using adequate digital technology will help students find writing ideas, planning, and revisions in improving writing. This makes it easier for students to do English writing assignments. This research is also in line with Research conducted by Ilham (2025), showed that task-based language teaching using digital technology can significantly improve students' writing skills in linguistic, cognitive, and affective aspects.

The use of digital technology in this study can be explained by the TPACK (technological pedagogical content knowledge) framework developed by Mishra & Koehler (2006). The TPACK framework emphasizes that the combination of technology, pedagogy, and learning content is important in the learning process. In this study, task-based learning integrated with digital technology can help the English writing learning process become more efficient. But from the results of this research's interviews, there are often obstacles experienced by some students. One of these obstacles is a limited internet connection. These obstacles will certainly hinder the

learning process. This shows that the application of technology is highly dependent on supporting technical components.

Overall, this study shows that in the learning process, student engagement and motivation are interconnected. Student engagement and motivation show success in the learning process. From quantitative data, the level of student engagement can be said to be quite high, this is also supported by the results of qualitative data that show that there is an increase in student motivation in writing English. This phenomenon shows that when students are motivated, students will tend to be more actively involved in the learning process. This is explained in *Flow Theory* and *Self-Determination Theory*. Therefore, the use of Task-Based Learning integrated with digital technology can not only increase student involvement, but also increase student involvement which is quite effective in writing English. The combination of these two types of data can provide a more comprehensive understanding of student learning experience, both in terms of quantitative (numbers) and from the direct perspective of students.

4. CONCLUSION

From the results of the research that has been conducted, it can be concluded that the use of task-based learning integrated with digital technology has a positive impact on increasing student engagement and motivation in writing English.

The first is the findings of quantitative data. The results of quantitative data show that there is an increase in student involvement even though it is in the high category. The mean score of student engagement reached 32.97, with a minimum score of 13 and a maximum score of 45. It can be concluded from quantitative research, most students are quite engagement and active in the learning process using task-based learning integrated with digital technology. Some students also pay attention to the material well, do assignments seriously and on time, and are able to participate in learning activities.

The second is the result of qualitative data. Qualitative data was conducted by interviewing several students in class 8B. From the quantitative results, it is known that the use of task-based learning integrated with digital technology can increase motivation in writing English. Some students said that with the help of digital technology, they felt more interested and did not get bored easily when doing English writing learning activities. Some students also admitted that it was more helpful when

using digital technology because they could find a lot of new vocabulary and some variations of the right sentences. In addition, with the task-based learning method, they became more confident because they felt helped when doing English writing assignments with digital technology.

However, the effectiveness of using task-based learning with digital technology in increasing student engagement and motivation has not been evenly distributed to all students. Some students say that involvement and motivation are not high enough. This is influenced by individual factors such as students' abilities and learning interests that each individual student has. In addition, there are several challenges that result in students' writing activities being hampered. One of the challenges students often face is limited internet access. This will interfere with the student learning process.

From the results of the research, it can be concluded that the use of task-based learning integrated with digital technology has a fairly positive impact in increasing student involvement and motivation in writing English, although there are several obstacles that need to be considered so that increased student involvement and writing motivation can spread to all students optimally.

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