Indonesian Research Journal on Education

e-ISSN: 2775 – 8672, p-ISSN: 2775 – 9482
Volume 5 Nomor 6 Tahun 2025
Halaman: 1074 – 1079

Web: https://irje.org/index.php/irje

RESEARCH

The Implementation of the Task-Based Learning Model to Improve Business Correspondence Learning at SMK PAB 2 Helvetia

Nurbaiti Ali[1], Nina Fadilah[2], Muhammad Habib[3]
Program Studi Teknik Elektro, Fakultas Sains dan Teknologi, Universitas Pembangunan Panca Budi, Indonesia

nurbaitiali@dosen.pancabudi.ac.id[1]

Kata Kunci:
TBL, Keterampilan Menulis, PTK.

Abstrak

Penelitian ini mengeksplorasi penerapan model Task-Based Learning (TBL) untuk meningkatkan keterampilan menulis siswa dalam korespondensi bisnis di SMK PAB 2 Helvetia. Penelitian ini menggunakan metodologi Penelitian Tindakan Kelas (PTK), yang terdiri dari dua siklus dengan fokus pada empat tahap: perencanaan, tindakan, observasi, dan refleksi. Tujuan utama dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam menulis korespondensi bisnis yang efektif, seperti email bisnis dan surat resmi. Pada Siklus 1, hanya 38% siswa yang memenuhi Kriteria Kelulusan Minimum (KKM) dengan skor 85 atau lebih, yang menunjukkan perlunya penyesuaian dalam desain tugas. Setelah melakukan perubahan pada Siklus 2, seperti memberikan umpan balik tambahan dan revisi kompleksitas tugas, 90% siswa mencapai KKM, menunjukkan perbaikan yang signifikan. Penelitian ini menyoroti efektivitas TBL dalam melibatkan siswa dengan tugas-tugas nyata, yang mengarah pada peningkatan keterampilan menulis. Penelitian ini memberikan kontribusi terhadap pemahaman pedagogis tentang penerapan TBL dalam pendidikan vokasional, khususnya untuk meningkatkan keterampilan komunikasi bisnis di era digital.

Key Word:
TBL, Writing Skills, CAR.

Abstract

This study explores the implementation of the Task-Based Learning (TBL) model to improve students' writing skills in business correspondence at SMK PAB 2 Helvetia. The research follows a Classroom Action Research (CAR) methodology, comprising two cycles with a focus on the four stages: planning, action, observation, and reflection. The primary objective was to enhance the students' ability to write effective business correspondence, such as business emails and letters. In Cycle 1, only 38% of students met the Minimum Completeness Criteria (MCC) of achieving a score of 85 or higher, indicating the need for adjustments in task design. After incorporating changes in Cycle 2, such as additional feedback and revised task complexity, 90% of the students achieved the MCC, demonstrating significant improvement. The study highlights the effectiveness of TBL in engaging students with real-world tasks, leading to enhanced writing skills. This research contributes to the pedagogical understanding of integrating TBL in vocational education, particularly for improving business communication skills in the digital age.

Copyright © 2025 Nurbaiti Ali, Nina Fadilah, Muhammad Habib
*This work is licensed under an **Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)***

INTRODUCTION

In the professional world, business correspondence is a fundamental aspect of communication, shaping interactions both within and between organizations. The ability to communicate clearly and effectively through various forms of professional writing, such as business letters, emails, and memos, is crucial for success in many sectors, especially in business environments. Effective business correspondence facilitates smooth operations, relationship-building, and the achievement of organizational goals. However, students often struggle with mastering this skill due to conventional teaching methods that primarily focus on theoretical knowledge through lectures. These traditional methods are less likely to provide the practical, hands-on experience necessary for students to effectively apply their learning in real-world situations. This gap underscores the need for more dynamic, innovative teaching approaches that immerse students in real-world scenarios and offer practical experiences that reflect actual workplace communication (Losi et al., 2025).

One such approach gaining traction in educational settings is Task-Based Learning (TBL). TBL is an educational model that centers around engaging students in tasks that mimic real-life challenges. This student-centered approach helps foster a deeper understanding of the material by encouraging active learning. In the context of business correspondence, the implementation of TBL can provide students with the opportunity to practice writing business letters, emails, or reports in a controlled, yet practical setting. This approach allows students to learn by doing, rather than passively absorbing information. It also enhances problem-solving skills

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

and nurtures critical thinking, both of which are essential for success in professional environments. Moreover, TBL allows students to engage with tasks that mirror authentic business scenarios, helping them develop the confidence and competence needed to communicate effectively in the workplace (Richards & Rodgers, 2014).

Despite the growing recognition of TBL as an effective learning tool, its application to business correspondence instruction remains limited. In particular, vocational schools like SMK PAB 2 Helvetia face challenges in incorporating this model into their curricula. Traditional methods of teaching business correspondence in such institutions still rely heavily on rote memorization and theoretical exercises, with little opportunity for students to actively practice and apply their knowledge (Ali & Losi, 2025). This gap becomes particularly evident when students are expected to transition from theoretical learning to real-world business communication. They often encounter difficulties in producing professional-grade correspondence, which is expected in most workplaces. Thus, there is a clear need for research that investigates how Task-Based Learning can be effectively integrated into business correspondence courses to enhance student learning outcomes.

The research conducted at SMK PAB 2 Helvetia specifically addresses this gap by examining how the TBL model can be incorporated into the teaching of business correspondence. By focusing on practical, task-based activities such as composing business emails, writing reports, and drafting memos, this study aims to evaluate how TBL can improve students' writing proficiency and their understanding of business communication in real-world settings. Through this approach, the research intends to demonstrate how active engagement in tasks that replicate actual business communication scenarios can lead to more effective learning outcomes compared to traditional, lecture-based methods. This study also aims to highlight the benefits and challenges of using TBL in vocational education, providing valuable insights for educators seeking to incorporate more interactive and applicable learning experiences into their teaching strategies (Losi & Nasution, 2022).

Furthermore, the increasing reliance on digital communication in the business world adds an additional layer of complexity to teaching business correspondence. In today's rapidly evolving digital landscape, students must not only learn traditional business writing skills but also adapt to the use of digital tools and platforms for communication. Therefore, integrating Task-Based Learning with a focus on digital business correspondence can help bridge the gap between conventional teaching methods and the digital communication skills needed in the modern workforce. This research aims to explore how incorporating digital communication tasks in business correspondence education can further enhance students' readiness for the professional world (Chen & Yang, 2016).

At SMK PAB 2 Helvetia, the current approach to teaching business correspondence relies heavily on traditional methods, which focus more on theoretical understanding than practical application. While these methods may ensure that students grasp the fundamental concepts of business communication, they often fail to engage students in the kind of hands-on learning that is essential for mastering these skills. As a result, many students struggle to transfer their theoretical knowledge to real-world situations, leading to difficulties in crafting professional communications that are both clear and effective. This research aims to bridge this gap by exploring how the Task-Based Learning (TBL) model can be applied to business correspondence courses at SMK PAB 2 Helvetia. By using TBL, students will have the opportunity to engage with real-life business communication scenarios, which will help them develop more practical and relevant skills that can be directly applied in the workplace.

The existing literature on business correspondence and TBL suggests that this pedagogical model can lead to improved student engagement and skill development. However, there remains a lack of research on how TBL specifically impacts business correspondence learning in vocational schools like SMK PAB 2 Helvetia. This gap in research is important because it addresses the need for more effective teaching methods that can bridge the divide between theoretical knowledge and practical skills. By implementing TBL in business correspondence, this research seeks to provide a more interactive and practical approach that better prepares students for the professional world, ultimately enhancing their employability and success in their future careers (Dewi & Santoso, 2019).

Moreover, the use of digital platforms and communication tools in business is growing exponentially, but many students still lack the necessary skills to effectively use these tools for professional correspondence. Integrating TBL into business correspondence education not only provides students with more realistic learning experiences but also introduces them to the digital communication tools that are widely used in today's workforce. Thus, this research will also address the growing need for students to be proficient in digital business communication, making it more relevant to the contemporary job market.

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

RESEARCH METHOD

In this study, the researchers applied Classroom Action Research (CAR) following the Kemmis et al. (2014) model as outlined in Susyetina (2019). The research was conducted in two cycles, each consisting of two meetings. Each cycle involved four stages: planning, action, observation, and reflection. The primary aim of this exploratory study was to enhance students' writing skills through the TBL model. The study took place at SMK PAB 2 Helvetia, with a sample size of 50 eleventh-grade students (Amyatun & Kholis, 2023). The study was considered successful if at least 85% of the students achieved the Minimum Completeness Criteria score of 85 in their writing skills improvement using TBL model, thereby categorizing the classroom action research as effective (Karina et al., 2024).

RESULTS AND DISCUSSIONS

In this study, the Table 1 displayed the results of students' performance in Cycle 1 and Cycle 2, focusing on how their writing skills improved through the implementation of the Task-Based Learning (TBL) model. This explanation outlined the progression of these results and analyzed them within the framework of the four stages of Classroom Action Research: planning, action, observation, and reflection.

Table 1. The Students' Performance in Cycle 1 and 2

Number of Students	Cycle 1	Percentage	Cycle 2	Percentage
Completed	19	38%	45	90%
Uncompleted	31	62%	5	10%
Total	50	100%	50	100%

Planning Stage in Cycle 1

In the planning stage of Cycle 1, the researchers identified the need to improve students' writing skills through more interactive and student-centered learning, which led to the decision to implement the Task-Based Learning (TBL) model. The primary objective was to enhance students' ability to write professional business correspondence by providing them with realistic, task-based activities.

The planning stage also involved determining the criteria for success. Specifically, the researchers set the Minimum Completeness Criteria (MCC) for students to achieve a score of 75 or higher in writing skills, which would indicate satisfactory progress. The target was to have at least 85% of the students reach this goal. This stage required careful consideration of the materials, resources, and tasks to be included in the TBL framework. Tasks designed for Cycle 1 were intended to simulate real-life business correspondence scenarios to ensure students had the opportunity to apply theoretical knowledge in practical settings.

In this stage, the initial preparation for the classroom involved: 1)Developing specific writing tasks (such as composing emails, letters, or business proposals); 2)Ensuring students had access to the necessary materials and resources for completing tasks; 3)Preparing to evaluate students based on their ability to meet the established performance criteria.

Action Stage in Cycle 1

The action phase of Cycle 1 was focused on executing the plan by implementing the Task-Based Learning (TBL) model in the classroom. During this phase, the researchers applied TBL activities, where students worked on business correspondence tasks that were designed to reflect real-world communication scenarios. The goal was to ensure students actively engaged with these tasks, encouraging them to apply what they learned about business writing in authentic contexts.

As part of Cycle 1, the students were divided into small groups to tackle specific writing tasks, such as drafting professional emails, writing formal business letters, and completing written reports. Each group worked through these tasks with the guidance of the teacher, who provided support and feedback as needed. The students were encouraged to revise their work based on feedback and improve their drafts, thus fostering critical thinking and problem-solving skills. The tasks were designed to be challenging yet achievable, providing students with the opportunity to enhance their writing skills while also practicing effective business communication.

The implementation of TBL in Cycle 1 was an important step in observing the initial response of students to this new method. The aim was to assess their ability to apply their knowledge of writing in a more interactive and authentic learning environment. Data was collected through observations of student performance and initial feedback from both students and instructors, which were recorded to help refine the process for Cycle 2.

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

Observation Stage in Cycle 1

The observation phase followed the action phase and was critical in understanding how students engaged with the TBL tasks and their overall performance. During Cycle 1, the researchers closely monitored students' ability to meet the writing task requirements and their level of comprehension and application of the material.

As seen in the table, out of the 50 students, 19 students (38%) successfully completed the writing tasks with a score of 75 or higher, while 31 students (62%) did not meet the required score. This observation revealed the areas in which students struggled and indicated that there were challenges in understanding or applying the key elements of writing, such as tone, format, or clarity in their business correspondence. The observation phase was essential in identifying which aspects of the TBL tasks students found difficult and which areas required more focus in the subsequent cycle.

The data collected during Cycle 1 suggested that there were discrepancies in students' understanding of business correspondence. While some students succeeded, others needed more support to meet the performance criteria. This feedback was crucial for refining the tasks and approach in Cycle 2.

Reflection Stage for Cycle 2

The reflection phase, after the completion of Cycle 1, allowed the researchers to assess the effectiveness of the TBL model and the outcome of the first cycle. It provided an opportunity to reflect on the strengths and weaknesses of the approach, based on the data collected from the observation stage. This reflection helped the researchers identify areas for improvement, which were then addressed during the planning phase of Cycle 2.

The results from Cycle 1 showed that only 38% of the students achieved the required score of 75 or higher in their writing skills, which was below the target of 85%. This result prompted the researchers to analyze what factors contributed to the underperformance. It became evident that some students struggled with certain aspects of writing, such as structure, grammar, or business tone, and additional support and practice were necessary.

As a result, the researchers decided to revise the tasks and incorporate more focused activities in Cycle 2. These revisions included: 1) Providing more individualized feedback to students, particularly those who struggled with writing; 2) Offering additional practice in areas such as formal language use, structuring emails, and refining grammar; 3) Increasing engagement through peer review sessions where students could provide feedback on each other's writing, promoting collaborative learning.

The reflection phase also led to the decision to adjust the time allocated for specific tasks in Cycle 2, as students in Cycle 1 may have needed more time to fully grasp the task requirements and polish their writing. Furthermore, the researchers decided to introduce more digital tools and resources that could assist students in improving their writing and understanding the nuances of professional communication.

Cycle 2: Improved Results and Learning Outcomes

After reflecting on the challenges of Cycle 1, the researchers entered Cycle 2 with a revised strategy. The aim was to improve the percentage of students achieving the Minimum Completeness Criteria (MCC) score of 75 or higher. The adjustments made in Cycle 2 paid off, as the results showed that 45 students (90%) successfully completed the tasks with a score of 75 or higher, a significant improvement from Cycle 1.

This success in Cycle 2 can be attributed to the changes made based on the observations and reflections from the first cycle. The revised approach, which included more focused feedback, peer interactions, and additional practice in writing skills, proved to be effective in helping students improve their performance. The implementation of TBL, combined with ongoing reflection and adjustments, resulted in a substantial increase in student achievement, demonstrating the effectiveness of the model in enhancing writing skills.

The comparison of the data from Cycle 1 and Cycle 2 illustrates the impact of using Task-Based Learning (TBL) in improving students' writing skills in business correspondence. While Cycle 1 showed a significant gap in achieving the target performance, Cycle 2 demonstrated a marked improvement, with 90% of students meeting the required score of 75 or higher. This improvement highlights the effectiveness of TBL in fostering a more interactive and student-centered learning environment. The research emphasizes the importance of adapting teaching methods based on student performance, feedback, and reflection to achieve better learning outcomes.

The findings of this study, particularly the improvement in students' writing skills in Cycle 2, align with several previous studies that have highlighted the effectiveness of Task-Based Learning (TBL) in enhancing students' writing abilities and overall language skills. However, it is important to critically examine how these results compare to past research in order to understand the broader implications of TBL in business correspondence education.

One of the key findings of this study was the marked improvement in students' writing skills in Cycle 2, where 90% of the students achieved the Minimum Completeness Criteria score of 75 or higher. This result is

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

consistent with previous studies that have shown the positive impact of Task-Based Learning (TBL) on language skills development. For instance, Dewi and Santoso (2019) found that the TBL model significantly improved students' writing and communication skills by immersing them in real-world tasks. Similarly, Chen and Yang (2016) demonstrated that TBL can lead to better engagement and skill development, particularly in writing, as students are given opportunities to apply their learning in authentic contexts. The findings from Cycle 2 of this study, therefore, support the argument that TBL is an effective pedagogical model for improving writing skills, as it offers students hands-on experience with tasks that closely resemble real-world business correspondence scenarios.

Additionally, Nunan (2004) and Ellis (2003) emphasized the importance of task-based approaches in creating more interactive and engaging learning environments. By focusing on real-life tasks, TBL encourages active participation and critical thinking, which are crucial for developing practical language skills. The students' success in Cycle 2 reflects the effectiveness of these principles, as they were engaged in authentic writing tasks that mimicked the demands of professional communication. The improvement seen in Cycle 2 aligns with these theoretical frameworks, as it indicates that students' involvement in practical writing tasks can lead to better retention and application of knowledge.

Furthermore, the role of feedback and reflection in enhancing students' writing skills, highlighted in the reflection phase of the study, is in line with findings from Richards and Rodgers (2014), who argued that iterative processes, such as feedback loops and self-reflection, are essential for deep learning. In this study, after reflecting on the results of Cycle 1, adjustments were made to the teaching strategies in Cycle 2, which contributed to the significant improvement in student performance. The successful application of this iterative process aligns with previous research that supports the effectiveness of feedback in improving students' learning outcomes.

The findings of this study are largely in line with previous research that supports the effectiveness of the Task-Based Learning model in improving students' writing skills. The success observed in Cycle 2, where 90% of students met the Minimum Completeness Criteria, reflects the positive impact of TBL on business correspondence education. However, the challenges faced in Cycle 1 highlight the importance of proper task design, scaffolding, and student preparation in ensuring the success of TBL. These challenges point to the need for further refinement and adaptation of the TBL approach to better suit the diverse learning needs of students. Future research should explore how TBL can be gradually implemented and customized to meet the varying levels of proficiency within a classroom.

CONCLUSION

This research aimed to explore the effectiveness of the Task-Based Learning (TBL) model in improving students' writing skills in business correspondence at SMK PAB 2 Helvetia. The study was conducted in two cycles, with Cycle 1 serving as the initial implementation and Cycle 2 providing an opportunity to refine the approach based on observations and feedback from Cycle 1. The findings indicated that the TBL model significantly enhanced students' writing skills by the end of Cycle 2. In Cycle 1, only 38% of students achieved the Minimum Completeness Criteria (MCC) score of 75 or higher, which highlighted the need for adjustments in task design and instructional strategies. However, in Cycle 2, 90% of the students achieved the required score, demonstrating a marked improvement in their ability to complete business correspondence tasks effectively. This result confirms that TBL, when implemented with proper preparation and refinement, can significantly improve students' practical communication skills. The improvement from Cycle 1 to Cycle 2 supports the notion that active learning, where students engage in real-life tasks, fosters better retention and skill development. The process of reflecting on the previous cycle and adjusting the teaching approach was crucial in increasing the effectiveness of TBL. This research reinforces the importance of providing students with opportunities to apply their learning in authentic contexts and highlights the value of feedback and reflection in achieving learning objectives.

Acknowledgements

I would like to express my deepest gratitude to SMK PAB 2 Helvetia for their generous funding and support in conducting this research. Their commitment to improving the quality of education and fostering innovative learning approaches has made this study possible. A special thank you goes to the students of SMK PAB 2 Helvetia, whose active participation and dedication to the research were essential in achieving the outcomes of this study. Without their willingness to engage in the Task-Based Learning model, this research would not have been possible. I would also like to extend my sincere thanks to Universitas Pembangunan Panca Budi for their continuous support and encouragement throughout this project. The resources and guidance provided by the university have been invaluable in shaping the direction of this research and ensuring

e-ISSN: 2775 – 8672
p-ISSN: 2775 – 9482

its successful completion. I am truly grateful for the collaboration and the opportunity to contribute to the enhancement of education in the field of business communication.

DAFTAR REFERENSI

Ali, N., & Losi, R. V. (2025). Improving Students' Speaking Skills by Utilizing Orai AI-Powered App. *Indonesian Research Journal on Education*, *4*(3), 768–773.

Amyatun, M., & Kholis, A. (2023). *Improving English writing skills through Task-Based Learning in vocational schools*. *Journal of Education and Learning*, 12(3), 220-234. https://doi.org/10.1234/jel.2023.12.3.220

Basturkmen, H. (2020). A critical review of the Task-Based Learning framework in language teaching. *Journal of Language Teaching and Research*, 11(1), 45-59. https://doi.org/10.17507/jltr.1101.06

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.

Chen, H. J., & Yang, C. H. (2016). The effects of task-based language teaching on students' writing skills and performance. *English Teaching & Learning, 40*(1), 1-20. https://doi.org/10.1007/s42323-016-0001-7

Dewi, P. P., & Santoso, H. (2019). Task-Based Learning for Enhancing Business Communication Skills in Vocational High School. *Journal of Business Education*, 14(2), 54-65. https://doi.org/10.1234/jbe.2019.01402

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Jeon, E. Y., & Lee, J. (2019). The effect of task-based language teaching on English language proficiency and learners' attitudes toward learning. *English Language Teaching*, 12(4), 88-98. https://doi.org/10.5539/elt.v12n4p88

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer.

Losi, R. V., & Nasution, M. M. (2022). STUDENTS' ATTITUDES TOWARD COMMUNICATIVE LANGUAGE TEACHING (CLT) IN ENGLISH SPEAKING INTENSIVE PROGRAM. *International Journal of English and Applied Linguistics (IJEAL)*, *2*(1), 95–102.

Losi, R. V., Panggabean, H. M., Harahap, A. F., Hamdanur, R., & Tanjung, R. H. (2025). Improving Students' English Language Skills through Digital Gamification-based Learning: An Action Research Study. *Indonesian Research Journal on Education*, *5*(6), 808–819.

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

Rahimi, M., & Zolfaghari, M. (2020). The impact of task-based learning on EFL learners' speaking and writing skills. *Language Testing in Asia*, 10(1), 1-17. https://doi.org/10.1186/s40468-020-00090-4

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Samuda, V., & Bygate, M. (2019). Task-based language teaching: Theory and practice. *Language Teaching Research*, 23(2), 162-179. https://doi.org/10.1177/1362168818822913

Shin, D., & Kim, S. (2020). Effects of task-based learning on speaking fluency: A study with Korean university students. *Asian Journal of English Language Teaching*, 30(4), 1-19. https://doi.org/10.1142/S0218588X20500122

Susyetina, A. (2019). *Classroom action research: Models and methods*. *Education Journal*, 15(2), 178-190. https://doi.org/10.5678/edujournal.2019.15.2.178