

The Effect Of Task-Based Learning On Writing Ability And Indonesian Vocabulary Mastery Of Korean Learners At The Heystars Course Institution In 2024

Siti Nuryati

Universitas Nasional Jakarta, Indonesia

E-mail: sitinuryati.2023@student.unas.ac.id

Somadi Sosrohadi

Universitas Nasional Jakarta, Indonesia

E-mail: somadi_sosrohadi@yahoo.co.id

Tetet Sulastri

Universitas Nasional Jakarta, Indonesia

E-mail: tetetnanda@gmail.com

ABSTRACT

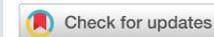
Language plays a central role in communication and learning, including in the context of Indonesian language instruction for foreign speakers (Bahasa Indonesia bagi Penutur Asing/BIPA). This study aims to examine the effect of Task-Based Learning on Indonesian writing ability and vocabulary mastery among Korean learners at the HeyStars Language Course Institution in 2024. Task-Based Learning in this study is grounded in Zakime's theory, which emphasizes meaningful tasks as the core of language learning. Writing ability was assessed based on Nurgiyantoro's indicators, including content, organization, language use, and mechanics, while vocabulary mastery was analyzed using Chaer's indicators of word meaning, word choice accuracy, sentence usage, and vocabulary variation, supported by Vygotsky's sociocultural perspective. This study employed a quantitative method with an experimental design. The participants were Korean learners enrolled in the Indonesian language program at the HeyStars Language Course Institution. Data were collected through writing tests and vocabulary tests administered in the form of pre-tests and post-tests. The data were analyzed descriptively and supported by N-gain analysis to examine learning improvement. The results indicate that Task-Based Learning has a positive effect on improving both writing ability and vocabulary mastery among Korean BIPA learners. Therefore, Task-Based Learning can be considered an effective instructional approach for enhancing productive language skills in Indonesian language learning for foreign speakers.

Keywords: *Task-Based Learning, writing ability, vocabulary, Korean learners, Indonesian language*

ARTICLE HISTORY

Published

January 15th 2026



ARTICLE LICENCE

© 2025 *Semiotika Urban dan Budaya* (Urban and Cultural Semiotics)

Under the license CC BY-SA 4.0



1. Introduction

Second language learning requires the mastery of vocabulary and writing skills as core productive abilities for communicative language use. Writing skill is not only related to grammatical accuracy but also to the ability to select and use vocabulary appropriately according to context (Nation, 2013; Nurgiyantoro, 2018; Ko et al., 2025; Youngsun et al., 2024). In the context of Indonesian for Foreign Speakers (Bahasa Indonesia bagi Penutur Asing / BIPA), these aspects are particularly important because learners are expected to communicate functionally in real-life situations.

Interest in learning Indonesian among foreign learners has continued to increase, particularly among learners from South Korea. Data from the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia (2023) show that 1,391 Korean learners participated in the online BIPA program organized by the Indonesian Embassy in Seoul in 2023. This increase reflects growing practical communication needs related to social interaction, professional mobility, and cultural relations between Indonesia and South Korea.

Despite this growth, previous studies indicate that Korean learners still face difficulties in mastering Indonesian vocabulary and writing skills. Common challenges include inappropriate word choice, spelling errors, incorrect use of affixes, and sentence structure problems (Adilah, 2015). These difficulties are influenced by linguistic differences between Korean, which follows a Subject–Object–Predicate (SOP) word order, and Indonesian, which uses a Subject–Predicate–Object (SPO) structure. Such differences often lead to errors in productive vocabulary use, particularly in writing (Taftiawati, 2020). This condition indicates a gap between learners' theoretical vocabulary knowledge and their ability to use vocabulary effectively in written communication.

In addition to linguistic factors, instructional approaches also play a significant role in developing learners' writing and vocabulary skills. Traditional teacher-centered instruction that emphasizes vocabulary memorization has been found to be less effective in fostering productive language use. Sari (2021) reports that such approaches tend to make learners passive and inadequately prepared to apply vocabulary in real communicative contexts, especially in writing tasks.

As an alternative, Task-Based Language Teaching (TBLT) emphasizes meaningful and communicative tasks as the core of language learning. Through this approach, learners use language as a tool to achieve specific goals, making learning more natural and contextual (Willis, 1996; Ellis, 2003; Karubaba & Rahman, 2025; Sachiya et al., 2025). Empirical studies have shown that task-based learning effectively improves vocabulary mastery and writing ability because learners are actively engaged in producing language based on real communication needs (Widodo, 2022; Rahman & Weda, 2019; Kyeongjae et al., 2025).

Preliminary observations at the HeyStars Language Course Institution indicate that Korean learners demonstrate high motivation to learn Indonesian but still experience difficulties in writing texts with accurate and appropriate vocabulary use. Therefore, this study aims to investigate the effect of task-based learning on Indonesian writing ability and vocabulary mastery among Korean learners at the HeyStars Language Course Institution. This study is expected to contribute theoretically to the development of TBLT research in the BIPA context and practically to provide insights for teachers and language institutions in designing more communicative and learner-centered instruction tailored to foreign learners' needs.

2. Literature Review

2.1 Task-Based Learning (TBL)

Task-Based Language Teaching (TBLT) is a communicative approach to language instruction that places meaningful tasks at the center of the learning process. This approach emerged within the field of Second Language Acquisition (SLA) as a response to traditional, form-focused methods that emphasize grammar instruction and vocabulary memorization. Prabhu (1987) was among the first scholars to propose task-based instruction, arguing that learners acquire language more effectively when they are engaged in solving meaningful problems using the target language.

Subsequently, Willis (1996) and Ellis (2003) developed a systematic framework for TBLT, defining a task as an activity that requires learners to use the target language primarily for meaning-focused communication in order to achieve a specific outcome. Ellis (2003) emphasizes that the success of a task is measured by communicative effectiveness rather than grammatical accuracy alone. Long (2015) further highlights that TBLT promotes natural language acquisition through interaction, negotiation of meaning, and authentic language use.

Typically, TBLT consists of three main stages: pre-task, task cycle, and language focus (Willis, 1996). These stages allow learners to prepare for the task, actively engage in communicative activities, and reflect on their language use. In this study, TBLT is conceptualized based on these established frameworks, with Zakime's perspective positioned as a complementary view that emphasizes learner engagement through meaningful tasks rather than as the sole theoretical foundation.

2.2 Sociocultural Theory in Language Learning (Vygotsky)

The sociocultural theory proposed by Lev Vygotsky (1978) emphasizes that cognitive and language development occurs through social interaction. The concept of the Zone of Proximal Development (ZPD) explains that learners can achieve higher levels of competence with the assistance of teachers or peers. In language learning, interaction and collaboration play a crucial role in helping learners internalize vocabulary and linguistic structures. The implementation of Task-Based Learning aligns with Vygotsky's sociocultural theory because the tasks provided encourage interaction,

discussion, and collaboration among learners (Youngsun et al., 2024). Through these processes, learners are given opportunities to develop their writing skills and vocabulary mastery with social guidance and support, making the learning process more effective.

2.3 Vocabulary Mastery from a Linguistic Perspective (Chaer)

Chaer (2011) explains that vocabulary is a fundamental element of language that functions as the primary means of conveying meaning. Adequate vocabulary mastery enables speakers to express ideas clearly and effectively, both orally and in writing. In second language learning, limited vocabulary is often a major obstacle to the development of writing skills. In BIPA learning, vocabulary mastery includes not only the number of words acquired but also the ability to use those words appropriately according to context. Task-Based Learning provides learners with opportunities to use vocabulary in real situations through writing tasks, making the learned vocabulary more meaningful and easier to retain.

2.4 Writing Ability as a Productive Skill (Burhan Nurgiyantoro)

Writing ability is one of the productive and complex language skills because it requires learners to express ideas in written form while integrating both content and linguistic aspects. Burhan Nurgiyantoro states that writing skills are not only related to the accurate use of language, but also to the ability to organize ideas and convey messages clearly and effectively. Therefore, writing involves cognitive processes, language mastery, and the ability to construct coherent discourse.

According to Burhan Nurgiyantoro (2009), writing ability can be measured through several main indicators, namely: (1) the relevance of the content to the topic, (2) the completeness and clarity of ideas, (3) the appropriateness of vocabulary selection, (4) the accuracy of sentence structure and coherence, and (5) the correctness of language conventions, such as spelling and punctuation. These indicators are used to assess the overall quality of writing, both in terms of content and linguistic accuracy.

In the context of Indonesian for Foreign Speakers (BIPA) instruction, writing ability develops through continuous practice and meaningful language use. The implementation of Task-Based Learning oriented toward writing tasks provides learners with opportunities to gradually develop each of these writing indicators, as learners are directly involved in the processes of planning, composing, and revising their written texts.

3. Method

3.1 Research Types

This study employed a quantitative approach using a quasi-experimental design in the form of a nonequivalent control group design. This design was used to compare the effects of the treatment between the experimental group and the control group

without full randomization of subjects. The study was conducted at HeyStars Language Institute in 2024 and involved 20 learners of Indonesian for Foreign Speakers (BIPA) from Korea. The participants were divided into two groups: 10 learners in the experimental group and 10 learners in the control group. The experimental group received instruction through Task-Based Learning, while the control group was taught using conventional teaching methods.

3.2 Research Instruments

3.2.1 Writing Test Instrument

Table 1. Writing Test Specifications

Component	Description
Test Type	Performance-based writing test
Task Format	Short essay writing
Text Length	120–150 words
Time Allocation	30 minutes
Administration	Pre-test and post-test

The writing test was designed to measure learners' productive writing ability in Indonesian in a functional and communicative context. The same test format was used in both the pre-test and post-test to ensure consistency of measurement. Differences in scores reflect learners' improvement after the instructional treatment.

Table 2. Writing Test Prompts

Test Phase	Writing Task
Pre-test	Write a short paragraph (120–150 words) in Indonesian about your daily activities from morning to evening.
Post-test	Write a short paragraph (120–150 words) in Indonesian about your experience learning Indonesian at the language course.

The writing prompts were selected to reflect real-life communicative situations commonly encountered by BIPA learners. Both prompts required learners to use appropriate vocabulary, sentence structures, and text organization. Although the topics differed, the level of difficulty and writing demands were equivalent.

Table 3. Writing Assessment Rubric (Adapted from Nurgiyantoro)

Aspect	Assessment Criteria	Score Range
Content	Relevance to topic and clarity of ideas	1–25
Organization	Logical sequencing and coherence	1–25
Language Use	Vocabulary choice and sentence construction	1–25
Mechanics	Spelling and punctuation	1–25
Total		100

Learners' writing performance was assessed using an analytic scoring rubric adapted from Nurgiyantoro's framework. Each aspect contributed equally to the total score in order to provide a balanced evaluation of content and linguistic accuracy. The rubric was applied consistently to both pre-test and post-test writing samples.

Table 4. Writing Score Classification

Score Range	Category
85–100	Very Good
70–84	Good
55–69	Fair
Below 55	Poor

The score classification was used to describe learners' overall writing proficiency levels. This categorization allowed for clearer comparison between groups and facilitated descriptive analysis of writing performance. The categories were aligned with common assessment practices in language education.

3.2.2 Vocabulary Mastery Test Instrument

Table 5. Vocabulary Test Specifications

Component	Description
Test Type	Objective vocabulary test
Number of Items	20 items
Item Format	Multiple choice and sentence completion
Scoring	1 point for each correct answer

Administration Pre-test and post-test

The vocabulary mastery test was designed to assess learners' receptive and productive vocabulary knowledge. The same test structure was administered in the pre-test and post-test to measure vocabulary improvement. Test scores were later converted into percentage scores for analysis.

Table 6. Vocabulary Test Indicators (Based on Chaer)

Indicator	Description
Word Meaning	Understanding the meaning of Indonesian vocabulary
Word Choice	Selecting appropriate words in context
Contextual Use	Using vocabulary accurately in sentences

The vocabulary indicators were adapted from Chaer's linguistic perspective on vocabulary mastery. These indicators ensured that vocabulary knowledge was measured not only in terms of recognition but also contextual usage. This approach aligns with the communicative orientation of Task-Based Learning.

Table 7. Sample Vocabulary Test Items

Item Type	Sample Question
Word Meaning	The word " <i>berangkat</i> " means: a) arrive b) go c) stay d) return
Word Choice	I ___ to campus every morning. a) stay b) study c) go d) come
Contextual Use	Mother is ___ food in the kitchen. a) reading b) cooking c) studying d) writing

The test items were designed to measure different aspects of vocabulary mastery. Multiple-choice and sentence completion formats were used to assess learners' understanding and application of vocabulary. The items reflected vocabulary commonly used in daily communication by BIPA learners.

Table 8. Vocabulary Test Scoring Procedure

Scoring Aspect	Description
Correct Answer	1 point
Incorrect Answer	0 point
Maximum Score	20

$$\text{Final Score} = \frac{(\text{Total correct} / 20) \times 100}{100}$$

Vocabulary test scores were calculated by summing the number of correct answers and converting them into percentage scores. These scores were used as pre-test and post-test data to determine vocabulary improvement. Gain and normalized gain (N-gain) analyses were then applied to measure the effectiveness of the instructional treatment.

4. Results and Discussion

4.1 Result

4.1.1 The Effect of Task-Based Learning on Writing Ability

In this study, the group that received Task-Based Learning (TBL) is referred to as the control group, while the experimental group received conventional instruction without task-based activities. This operational definition is maintained consistently throughout the analysis.

Based on the results of the pre-test and post-test writing assessments, clear differences were found between the two groups. The experimental group, which received conventional instruction, obtained writing scores ranging from 48 to 68. Seven students were classified in the fair category, while three students fell into the poor category. None of the students in this group achieved good or very good writing performance.

In contrast, the control group that received Task-Based Learning demonstrated higher writing performance. Their writing scores ranged from 75 to 90, with six students classified as good and four students classified as very good. No students in this group fell into the fair or poor categories.

Table 9. Results of Writing Test Scores

Group	Minimum Score	Maximum Score	Dominant Category
Experimental	48	68	Fair–Poor
Control (TBL)	75	90	Good–Very Good

These results indicate that learners who participated in Task-Based Learning achieved better overall writing performance than those who received conventional instruction.

4.1.2 The Effect of Task-Based Learning on Vocabulary Mastery

Learners' vocabulary mastery was measured using pre-test and post-test vocabulary assessments, and improvement was analyzed using gain and normalized

gain (N-gain) scores. The experimental group showed minimal improvement in vocabulary mastery. The average pre-test score was 57.5, which slightly increased to 58.4 in the post-test. The gain score of 0.9 resulted in an N-gain value of 0.02, which is categorized as low improvement.

Meanwhile, the control group that received Task-Based Learning demonstrated a more substantial improvement. The average pre-test score increased from 69.9 to 82.9 in the post-test, resulting in a gain score of 13.0 and an N-gain value of 0.44, which falls into the moderate improvement category.

Table 10. Vocabulary Test Results and N-gain Scores

Group	Pre-test	Post-test	Gain	N-gain	Category
Experimental	57.5	58.4	0.9	0.02	Low
Control (TBL)	69.9	82.9	13.0	0.44	Moderate

These findings suggest that Task-Based Learning is more effective in improving Indonesian vocabulary mastery than conventional instructional methods.

4.2 Discussion

4.2.1 Discussion on the Effect of Task-Based Learning on Writing Ability

The findings of this study demonstrate that Task-Based Learning has a positive effect on the writing ability of Korean learners of Indonesian (BIPA). Learners in the group receiving task-based instruction achieved higher writing scores than those who followed conventional instruction.

Writing ability in this study was assessed using an analytic rubric adapted from Burhan Nurgiyantoro, which includes four indicators: content, organization, language use, and mechanics. The superior performance of the task-based group reflects higher achievement across all four indicators. In terms of content, learners were able to develop ideas that were more relevant and clearly aligned with the given writing tasks. Regarding organization, their texts showed better coherence and logical sequencing of ideas.

With respect to language use, learners in the task-based group demonstrated more accurate vocabulary selection and sentence construction. In addition, fewer errors were observed in mechanics, particularly in spelling and punctuation, compared to learners in the conventional group. These results indicate that task-based instruction supports the integrated development of linguistic and discourse-level writing skills.

From a sociocultural perspective, the stages of Task-Based Learning—pre-task, task cycle, and language focus—provide opportunities for interaction, feedback, and revision. This process aligns with Vygotsky's Zone of Proximal Development (ZPD), where learners' writing ability develops through guided participation and collaborative support.

4.2.2 Discussion on the Effect of Task-Based Learning on Vocabulary Mastery

The greater improvement in vocabulary mastery observed in the task-based group indicates that Task-Based Learning facilitates meaningful and contextual vocabulary acquisition. In contrast, the minimal improvement shown by the experimental group suggests that vocabulary learning through conventional instruction tends to rely on memorization with limited opportunities for practical use.

Vocabulary mastery in this study was analyzed based on Chaer's indicators, which include understanding word meanings, accuracy of word choice, ability to use words in sentences, and vocabulary variation. Learners in the task-based group demonstrated better comprehension of word meanings through contextualized tasks, as well as improved accuracy in selecting appropriate vocabulary for specific communicative purposes.

Furthermore, learners in the task-based group were able to apply newly learned vocabulary more effectively in sentences and short written texts. Their writing also showed greater lexical variation and less repetition compared to the conventional group. These outcomes suggest that vocabulary learning through tasks supports productive rather than passive vocabulary use.

These findings are consistent with Zakime's Task-Based Learning theory, which emphasizes authentic language use as the core of language learning. The improvement in vocabulary mastery also contributed to enhanced writing ability, supporting Nurgiyantoro's view that adequate vocabulary resources are essential for effective writing.

5. Conclusion

This study concludes that Task-Based Learning has a positive effect on both writing ability and vocabulary mastery of Korean learners of Indonesian (BIPA). Based on the results of the writing tests and vocabulary tests administered through pre-test and post-test, students who received task-based instruction demonstrated higher achievement compared to those who received conventional instruction.

The improvement in writing ability was reflected in students' performance across the indicators of content, organization, language use, and mechanics, while vocabulary mastery showed moderate improvement as indicated by the N-gain scores. These findings suggest that Task-Based Learning provides meaningful contexts that enable learners to use vocabulary productively in written tasks. Therefore, Task-Based Learning is recommended as an effective instructional approach in BIPA classrooms, particularly for enhancing learners' vocabulary mastery and writing ability through active and contextual language use.

References

1. Adilah, N. (2015). Difficulties in Indonesian language learning faced by Korean learners. *Journal of BIPA Studies*, 7(2), 45–56.
2. Adinda, R., Sosrohadi, S., Syafitri, B. A., & Andini, C. (2025). Cognitive And Cultural Barriers In Synonym Acquisition: A Psycholinguistic Study Of Indonesian Learners Of Korean. *TPM–Testing, Psychometrics, Methodology in Applied Psychology*, 32(4), 881-888.
3. Chaer, A. (2011). *Linguistik umum*. Jakarta: Rineka Cipta.
4. Chaer, A. (2015). *Morfologi bahasa Indonesia: Pendekatan proses*. Jakarta: Rineka Cipta.
5. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
6. Karubaba, S., & Rahman, F. (2025). Code-Switching and Code-Mixing in Indonesian EFL Classrooms: Teacher-Student Interactions in North Biak. *Dialectica Online Publishing Journal*, 1(1), 107-115.
7. Ko, Y., Kyeongjae, P., Jung, S., Sosrohadi, S., & Andini, C. (2025). Revisiting EPS TOPIK: Addressing linguistic and cultural challenges for migrant workers in South Korea. *International Journal of Current Science Research and Review*, 8(2), 904-910.
8. Kyeongjae, P., Jung, S., Ko, Y., Sosrohadi, S., & Rahman, F. F. (2025). The Role of Korean Syntax in Sentence Structure and Affixation Errors in Indonesian: A Study on Negative Transfer. *International Journal of Current Science Research and Review*, 8(2), 911-920.
9. Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Malden, MA: Wiley-Blackwell.
10. Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. (2023). *BIPA online program participation report*. Jakarta: Kemendikbudristek.
11. Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge: Cambridge University Press.
12. Nurgiyantoro, B. (2009). *Penilaian pembelajaran bahasa*. Yogyakarta: BPFE–Yogyakarta.
13. Nurgiyantoro, B. (2013). *Penilaian pembelajaran bahasa berbasis kompetensi*. Yogyakarta: BPFE–Yogyakarta.
14. Nurgiyantoro, B. (2018). *Penilaian pembelajaran bahasa*. Yogyakarta: Gadjah Mada University Press.
15. Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
16. Rahman, F., & Weda, S. (2019). Linguistic deviation and the rhetoric figures in Shakespeare's selected plays. *XLanguage" European Scientific Language Journal"*, 12(1), 37-52.
17. Sachiya, F., Faisal, R., Sosrohadi, S., Mahdori, M., Aditya, T. P. M., & Andini, C. (2025). A comparative analysis of Indonesian and Korean verbs: A semantic and pragmatic perspective. *International Journal of Arts and Social Science*, 8(3), 89-97.

18. Sari, D. P. (2021). The effectiveness of vocabulary teaching methods in BIPA classrooms. *Indonesian Journal of Language Education*, 5(1), 23–34.
19. Taftiawati, N. (2020). Linguistic interference in Indonesian writing by Korean learners. *Journal of Applied Linguistics*, 9(1), 67–78.
20. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
21. Widodo, H. P. (2022). Task-based language teaching and writing development in EFL contexts. *Journal of Language Teaching and Research*, 13(4), 789–799.
22. Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.
23. Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.
24. Youngsun, K., Sosrohadi, S., Andini, C., Adinda, R., Jae, P. K., Yookyung, K., & Jung, S. (2024). Beyond the Korean Wave: Understanding the Motivation of Among Indonesian Gen Z to Learn Korean in the K-Pop Trend. *International Journal of Current Science Research and Review*, 7(06).
25. Zakime, A. (2018). *Task-based language teaching: Theory and practice*. London: Routledge.