

Task- Based Language Teaching For Writing of the Students In Indonesian Tourism Polytechnics (A Case Study of The Fourth Semester Students At Tourism) Management of Polytechnic of Makassar

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Abstract: This research aims to find the students respond to the implementation of task-based approach in improving students writing performance, students of tourism management of Polytechnic of Makassar who were registered of 2015/2016. The subject were 29 students. In collecting the data concerning the implementation of task-based language teaching, the researcher utilized three methods of data collection including observation, questionnaire and documentation. A case study approach utilized multiple methods either quantitative or qualitative (Beeton,2005; Hind, 2006, Yin, 1994)The result of this study showed that: The students' respond to the implementation of the task-based teaching in improving students' writing performance were very good respond based on the fourth aspects, they were introduction, pre-task, main-task, and post-task.

Keyword: Task-based language teaching, Task, Language teaching approach, writing performance, Students.

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I. INTRODUCTION

Teaching English for tourism covers hotel and restaurant, or better known is English for Tourism. Teaching English for tourism, teachers or lecturers might have implemented various activities including lecturing method, case study approach, pair work, discussion, etc. At first glance this method has many advantages because they can present the material in a direct and logical and can foster open and useful discussion on a large class, but many have deficiencies because students tend to be passive and less compelled to understand the material. So as a teacher or lecturer of English for tourism has challenged to always make improvements. So in this research is inspired to take one method or approach of teaching English is Task-Based Language Teaching (TBLT).Task Based Language Teaching (TBLT) is an approach which offer students materials which they have to actively engage in the processing of in order to achieve a goal or complete a task.. Task Based Language Teaching (TBLT) has been a recent expansion of Communicative Language Teaching (CLT) and has become a popular method of how to teach second language communicative acquisition. Task - Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching writing of the Students in Indonesian Tourism Polytechnics”.

This research was intended to answer the question, How do students respond to the Implementation of the task-based teaching in improving students writing performance?

The result of the research was expected that the task-based language teaching that implemented can improve the students' writing performance.

II. LITERATURE REVIEW

Definition of Task

Long (1985) gives the definition in a broad sense:

A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, etc. In other words, by „task” is meant the hundred and one things people do in everyday life, at work, at play and in between. (p.89)

According to Willis (1996, p.53) defined that task is a goal-oriented activity with real outcome which learners use language to achieve a real outcome. Furthermore, Skehan (1998, p.95) states that task is “ an activity in which meaning is primary, there is some communication problem to solve; there is some sort of relationship to comparable real activities, task completion has some priority, and assessment of task performance is in terms of task outcome.”

Related to all definitions about the task, Willis (2003, p.16) mentioned six criteria features of a task as follow:

- 1) A task is a work plan.
- 2) A task involves real-world processes of language use.
- 3) A task can involve any of the four language skills.
- 4) A task engages cognitive processes.
- 5) A task has a clear defined communicative outcome.

The Concept of TBLT

According to Ellis (2003), TBLT have some main characteristics:

- a. ‘Natural’ or ‘naturalistic’ use of language.
- b. Learners-centered rather than teacher controlled learning.
- c. Focus on form (attention to form) occurs within the context of performing the task; intervention while retaining ‘naturalness’.
- d. Tasks are the means for achieving natural use of language.
- e. Traditional approaches are ineffective.

Types of Task-based Activities

According to Ellis (2003) Task-based based activities can be classified into the following types:

- a. Real-world Tasks. These tasks are performed everywhere in everyday life. For example, washing our face is a task, as preparing breakfast, going to work by car, etc.
- b. Pedagogic Tasks. These kinds of tasks have a psycholinguistic basis in SLA theory and research but not necessarily reflect real-word tasks. For example, four students are given pictures and must describe them to the rest of the class. The other students ask the four students questions about their pictures, and student then tries to tell a story.
- c. Focused task (Ellis, 2003) is either a consciousness-raising activity that focuses on examining samples of language to explore particular features. These are sometimes called “meta-cognitive” activities. Examples of these are classifying the uses of a verb plus ‘ing’ forms that appear in a reading text or identifying from a spoken transcript containing the preposition “in” and categorizing them into time, location, or other, or a task used because it is likely to encourage the comprehension of, and/or the use of, particular language forms.
- d. Furthermore, Willis (1996, p.149) classified that, there are six main types of task-based activities in TBLT adapted for use with almost any topic from the aspect of the actual use of language and can give benefits as follows :
 - 1) Listing:
 - 2) Ordering and sorting
 - 3) Comparing
 - 4) Problem solving
 - 5) Sharing personal experiences
 - 6) Creative tasks

The Characteristics and Principles of TBLT

According to Nunan (1991), there are five characteristics that should be conducted in TBLT:

- a) It lays stress on acquiring communicative competence through learners’ interactive activities.
- b) It requires introducing the real social activities into language teaching in the classroom.
- c) Relevant learning materials and more opportunities of the use of target language that should be provided to students.
- d) It puts emphasis on the combination of personal learning experience with communication and views this kinds of integration as an important component of the classroom learning.
- e) It attempts to link the classroom language learning with language use outside the classroom.

Criteria for a Task

Peter Skehan (1998) in his book *A Cognitive Approach to Language Learning* lays a solid foundation for defining a task from a pedagogical perspective by reflecting a broad consensus among researchers and educators. He suggests five defining criteria: A task is an activity in which:

- a) Meaning is primary
- b) There is some communication problem to solve
- c) There is some sort of relationship to comparable real-world activities
- d) Task completion has some priority
- e) The assessment of the task is in terms of outcomes.

Components for Successful Implementation of Task-based Activities

According to Nunan (1989), the definition of a language-learning task requires specification of six components. There are: goals, input, activities, teachers' role, learners' role and settings.

- 1) Goals. Goals are the vague general intentions behind any given learning.
- 2) Input. Input refers to the data that form the point of departure for the task.
- 3) Activities. Activities specify what learners will actually do with the input which forms the point of departure for the learning task.
- 4) Teachers' and learners' roles. Role refers to the part that learners and teachers are expected to play in the carrying out learning tasks as well as the social and interpersonal relationships between the participants.
- 5) Settings. Setting refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

Some Principles for Teaching Writing

Those principles are: (a) whole text, (b) appropriate text, (c) exposure to relevant text-types, (d) guidance (integrated practice of sub-skills), and (e) knowing the limits of our learners.

III. METHOD

This research was employed a case study approach in achieving the goals of the research. The participants of this research was the fourth semester students of Tourism Management (Department of Tourism) of Tourism Polytechnic of Makassar who were registered on academic year of 2015/2016 year. The subjects were 29 students. In collecting the data, the researcher utilized three methods of data collection including observation, questionnaire and documentation. A case study approach utilized multiple methods either quantitative or qualitative (Beeton,2005; Hind, 2006, Yin, 1994) The researcher will utilise computer in classifying or categorising the qualitative information. In this process, the researcher will input the data into the computer system and will verify the data based on the processes of qualitative data analysis. In particular, data obtained from qualitative method will be analysed quantitatively by employing statistical calculation. Likert scale analysis (rating point 1 – 5) will guide the researcher in understanding the respondents' answer. This rating scale is based on likert scale scoring system including 1 = Very disagree, 2 = Disagree, 3 = Fair, 4 = Agree, 5 = Very Agree.

IV. RESULTS

Table 1. The students' Respond about the Implementation of the Task-based Teaching in Improving Students Writing Performance

No.	Interval	Category	Frequency	Percentage (%)
1	67 – 90	Very good	22	75,86
2	62 – 66	Good	7	24,14
3	47 – 61	Average	0	0,00
4	32 – 46	Poor	0	0,00
5	18 – 31	Very poor	0	0,00
	Total		29	100,00

Primer data source: 2017.

Table 1 showed that the students' respond about the implementation of task-based language teaching in improving writing performance, generally the students give very good respond. In this case, it can be proved with the result of descriptive analysis where the average value 72,00percent with deviation standard 5,85percent. It means that the implementation of task-based language teaching in writing performance in Tourism Polytechnic of Makassar is very good. Besides that, it can be seen the students' Respond about the introduction. The students respond about the introduction, it can be seen on the table 2 below.

Table 2. The Students' Respond about the Introduction

No.	Interval	Category	Frequency	Percentage (%)
1	17 – 20	Very good	13	44,83
2	14 – 16	Good	15	51,72
3	11 – 13	Average	1	3,45
4	7 – 10	Poor	0	0,00
5	4 – 6	Very poor	0	0,00
	Total		29	100,00

Primer Data Source, 2017

Table 2 showed that the students' respond about introduction was good category These categories covered: The teacher gave greeting, prayed together with the students, took the students attendance list one by one and gave motivation. In this case, it can be proved with the result of analysis descriptive with average 16,14percent with deviation standard 1,57percent.

Besides that, it can be seen the students' respond about the pre-task. The students' respond about the pre-task it can be seen on the table 3 below.

Table 3. The Students' respond about the Pre-task

No.	Interval	Category	Frequency	Percentage (%)
1	22 – 25	Very good	6	20,69
2	18 – 21	Good	20	68,97
3	14 – 17	Average	3	10,34
4	9 – 13	Poor	0	0,00
5	5 – 8	Very poor	0	0,00
	Total		29	100,00

Primer Data Source, 2017.

Table 3 showed that the students' respond about pre-task was good category, where the teacher presents and defines the topic, helps the students to memorize or learn some useful words and phrases for the activity, provides them with some models of the activity, or performing the same task or similar task, make sure that students have understood the task instruction before they begin to perform the task in pair or group and explain the task instruction. It can be proved with the result of analysis descriptive with average 19,93percent with deviation standard 2,05 percent. Furthermore, it can be seen the students' respond about the main-task. The students' respond about the main-task it can be seen on the table 4 below.

Table 4. The Students' Respond about the Main-task

No.	Interval	Category	Frequency	Percentage (%)
1	17 – 20	Very good	14	48,27
2	14 – 16	Good	13	44,83
3	11 – 13	Average	2	6,90
4	7 – 10	Poor	0	0,00
5	4 – 6	Very poor	0	0,00
	Total		29	100,00

Primer data source, 2017.

Table 4.showed that the students' respond about main-task was very good category. These categories covered: The teacher acted as a monitor and motivated students to actively, acted as a language advisor, helped students to review written reports, and offered brief feedback on content and form. It can be proved with the result of analysis descriptive with average 16,24percent with deviation standard 1,61percent. It means that the respond of the students about the implementation of task-based teaching on the students of Tourism Polytechnic of Makassar in writing performance was good category from aspect of main-task. Besides that, it can be seen the students' respond about the post-task. The students' respond about the post-task it can be seen on the table 5 below.

Table 5. The students' Respond about the Post-task

No.	Interval	Category	Frequency	Percentage (%)
1	22 – 25	Very good	5	17,24
2	18 – 21	Good	21	72,41

3	14 – 17	Average	3	10,35
4	9 – 13	Poor	0	0,00
5	5 – 8	Very poor	0	0,00
	Total		29	100,00

Primer data source, 2017.

Table 5. Showed that the students’ respond about post-task was very good category. These categories covered: The teacher reviewed each analysis activity with the whole class, brought other useful words, phrases and patterns to students attention, reviewed language items from report, asked the students came in front of the class to report their works by reading it aloud, and conducted practice activities after analyzing activities wherever necessary, and built self-confidence. This can be proved with the result of analysis descriptive with average 19,68percent with deviation standard 1,69percent. From the aspect introduction, pre-task, main-task and post-task, it can be seen the recapitulation of the students’ respond about the implementation of TBLT in tourism Polytechnics of Makassar. This can be seen on the table 6 below.

Table 6. The Recapitulation of the students’ Respond about the Implementation of TBLT in Tourism Polytechnic of Makassar

Aspect	Achievement (%)	Average Score	Deviation Standard	Category
The Implementation of TBLT	80,00	72,00	5,85	Very good
• Introduction	80,69	16,14	1,57	Very good
• Pre-Task	79,72	19,93	2,05	Good
• Main-Task	81,21	16,24	1,62	Very good
• Post-Task	78,76	19,69	1,69	Good

Primer data source, 2017

Based on the table 6 above that the recapitulation of the students’ respond about the implementation of TBLT in Tourism polytechnic of Makassar, it can be seen that, from the aspect of implementation the achievement is 80 percent, average score 72,00 percent, deviation standard 5,85 that can be categorized was very good implementation. From the aspect of introduction the achievement was 80,69percent and the average score is 16,14percent with deviation standard is 1,57percent that categorized is very good. From the aspect of pre-task the achievement is 79,72percent and the average score is 19,93percent with the deviation standard is 2.05 percent that categorized is good. From the aspect of main-task the achievement is 81,21percent and the average score is 16,24percent with deviation standard 1,62percent that categorized is very good. And the last is from the aspect of post-task is reach is 78,76percent and the average is 19,69percent with the deviation standard 1,69percent that can be categorized is good.

V. DISCUSSION

Based on the result of the students respond to the implementation of TBLT through questionnaires by analysis of statistical descriptive from the fourth aspects, namely introduction, pre-task, main-task, and post-task shows that the students’ response about the implementation of task-based language teaching in improving writing performance, Commonly the students gave very good response where the average score 72,00percent with deviation standard 5,85.It means that the implementation of task-based language teaching in writing performance in tourism polytechnic of Makassar is very good. In addition, also based on the results of observations, it appears that students were very enthusiastic following the teaching and learning process from the introduction, the pre-task, the main- task and the post-task or language focus.

Furthermore, every aspect was described of the following task-based language teaching. Aspect introduction showed that by analysis of statistical descriptive was good category that covered; the teacher greeted the students, prayed, took the students’ attendance list one by one, and gave motivation to students where the average 16, 14 percent with the deviation standard 1,57percent. Aspect of pre-task by using statistical descriptive analysis with the average score 19,93 percent with the deviation standard 2,05 percent showed good category that covered; the teacher presented and defined the topic, helped the students to memorize or learn some useful words and phrases for the activity, provided them with some models of the activity, or performing the same task or similar task, made sure that students have understood the task instruction before they begun to perform the task in pair or group and explained the task instruction.

Here, it is supported by Harmer (2002 as cited in Gholam,2016, p.14) summarized very clearly the stages of the TBLT framework that, in the pre-task, the teacher discusses the topic with the class and may

highlight useful words and phrases, helping the students to understand the task instruction. It means that the implementation of task-based teaching on the students of tourism Polytechnic of Makassar in writing performance was good category. Aspect main-task, the students respond was very good category. It can be seen from the result of statistical descriptive analysis with the average 16,24percent with deviation standard 1,61percent. It means that the respond of the students about the implementation of task-based teaching on the students of tourism Polytechnic of Makassar in writing performance was very good category from aspect of main-task covered; the teacher acted as a monitor and motivated students to actively involved in the activity, acted as language advisor, helped students review written reports, and offers brief feedback on content and form. From the aspect of post-task, based on the result of statistical analysis descriptive with the average score 19,68percent with deviation standard 1,69percent. It means that the respond of the students about the implementation of task-based teaching on the students of tourism Polytechnic of Makassar in writing performance was good category; covered review each analysis activity with the whole class, brought other useful words, phrases and patterns to students attention, reviews language items from report, ask the students come in front of the class to report their works by reading it aloud, and conducted practice activities after analyzing activities where necessary to build self-confidence.

Based on the fourth aspects above, it can be described that the recapitulation of the students' respond about the implementation of TBLT in tourism Polytechnics of Makassar from the aspect of implementation by analyzing statistical descriptive showed that the achievement was 72,00 percent with deviation standard 5,85percent, so can be categorized that the implementation is very good. From the aspect of introduction the achievement was 80,69percent and the average score was 16,14percent with deviation standard is 1,57percent that categorized was very good. From the aspect of pre-task the achievement was 79,72percent and the average score is 19,93percent with the deviation standard is 2.05 percent that categorized was good. From the aspect of main-task the achievement was 81,21percent and the average score was 16,24percent with deviation standard 1,62percent that categorized was very good. And the last is from the aspect of post-task the achievement was 78,76percent and the average was 19,69percent with the deviation standard 1,69percent that can be categorized was good.

VI. CONCLUSIONS

Based on the research findings and discussions, the writer puts forward the following points as the conclusions of the research. The students' respond to the implementation of the task-based teaching in improving students' writing performance were very good respond based on the fourth aspects, they were introduction, pre-task, main-task, and post-task.

VII. SUGGESTION

Based on the previous conclusions, the writer puts forward the following suggestion of the research. In relation with the task based language teaching for writing for the students of tourism management of Polytechnic of Makassar, the researcher presents suggestion as follow: The lecturers should encourage the students to be involved in the class activities.

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