

Task and Feedback-Based English for Tourism Subject Courses to Enhance Students' Character

Gede Ginaya

Tourism Department, Politeknik Negeri Bali, Indonesia

Ni Putu Somawati

Tourism Department, Politeknik Negeri Bali, Indonesia

Luh Nyoman Chandra Handayani

Accounting Department, Politeknik Negeri Bali, Indonesia

Putu Dyah Hudianingsih

Accounting Department, Politeknik Negeri Bali, Indonesia

Ni made Rai Sukmawati

Tourism Department, Politeknik Negeri Bali, Indonesia

Abstract—Task-based English learning is important because it helps in strengthening students' character. However, not all teachers believe the task is important to the learning process. Furthermore, the tasks such as homework given to students need to consider their situation and psychological state. Therefore, the aim of this study is to determine an overview of the teachers' task model and the feedback in English classes. It was carried out at the Tourism Department, Politeknik Negeri Bali. A total of 116 students who learned English were selected as the participants utilizing a questionnaire. Moreover, the data were analyzed using descriptive statistics with stages of collecting, compiling, processing, and presenting numerical data to give a regular, concise, as well as clear description of an event or symptom. The study indicated that students' perceptions varied with the tasks assigned. Almost all students considered that the teacher only sometimes comments on their sheets. In conclusion, each individual student showed different response patterns while exploring foreign languages.

Index Terms—task, feedback, English for tourism, character

I. INTRODUCTION

English learning is important because it has become one of the criteria for a country's success. English is not only meant for daily communication but for global business interaction (Nova & Koerniawaty, 2021). It becomes simpler to maximize children's potential when they speak English properly. Recently, teachers are investigating and developing different learning methodologies. Vocabulary classes thus become a good place to start learning English. The study by Durongbhandhu and Suwanasilp (2021) emphasized that displaying picture recognition technology can be used for language acquisition. In English, learning is distinguished from confusion (Christiansen & Aungamuthu, 2012). Jiménez et al. (2015) indicated that the capacity to communicate orally and in writing is necessary to fulfill the purpose of studying this international language.

The way the environment supports the learning process needs to be considered in developing English (Roos et al., 2021). This is supported by Brewer and Comyn (2015), Hiim (2014), and Mouzakitis (2010) in Skarpaas and Hellekjær (2021), that vocational competence requires students to have solid knowledge and skills to handle personal and societal demands. Vocational is distinguishable from occupational because teachers as well as learners also require to learn a specialist discourse (Mulyah & Aminatun, 2020). According to Dudley-Evans et al. (1998) in Mulyah and Aminatun (2020), English for Specific Purpose (ESP) is the use of language in both the fundamental methodology and activities in terms of grammar, terminology, register, study skills, speech, as well as in genre. It also assists to separate activities within English Language Teaching (ELT) and becomes part of a movement that also focuses on the practices (Dudley-Evans et al., 1998; in Liljedahl, 2009).

In vocational education, children tend to display their goals and reasons for tackling a foreign language (Getie, 2020). However, the assignments which are provided for groups or individuals, or provided as homework, show the learner's circumstances and psychological state. Al-Sobhi and Preece (2018) emphasized that warming up, planning, speaking practice, task presentation, error correction, as well as feedback are processes necessary in vocabulary classes. In the educational curriculum, writing projects are important since writing is a difficult process that is one of the fundamental abilities that enable children to show their proficiency in English (Rao, 2019). The study by Rajabalee and Santally

(2021), explained that teacher performance shows the way satisfied students perform during tests, assignments, and evaluation processes. Several innovative methods such as flipped learning can help students in doing assignments either during class activities or as take-home tasks. It also showed a connection between the grammatical category as well as the stress of the tasks. Berg et al. (2020) explained that the straightforward distinction between verbs and nouns can lead to stress. In computer-mediated writing activities, feedback is provided directly or online because teachers can immediately send notes to students (Arroyo & Yilmaz, 2018). It also tends to be gained through an automated writing evaluation program (Nova, 2018).

Based on English instruction, feedback needs to consider the cognitive aspects of children in offering and making tasks such as homework a group or individual activity. The study by Consoli and Dikilita (2021), explained that a module contributes to the process of receiving and developing constructive criticism while serving as a reflection. Feedback is important because students often observe their teachers' comments and advantages (Baharom & Shaari, 2022). It also becomes of great value in the level of coherent organizational structure. Furthermore, this feedback tends to be conveyed with appropriate linguistic elements, namely vocabulary choices as well as pedagogical grammar (Kartakusumah et al., 2022). Several programs that can offer positive and negative feedback help to facilitate honest communication between teachers and students (Aloka, 2022).

This study needs to consider children's cognitive growth and not only provide competent English instruction in line with concepts and methodologies. It also must consider the way positive values are incorporated into learning in order to strengthen learners' character. A person who possesses certain admirable moral virtues tends to have a collection of principles that underpin the ideas, attitudes, and actions demonstrated by good tendencies (Defitrika & Mahmudah, 2021). Learning can incorporate the idea of local wisdom to foresee diverse impacts (Apriani et al., 2017). According to Septiani et al. (2020), people need a strong character since their personal, social, and political lives are affected. This positively affects the process of knowledge and skill acquisition.

It is important to have strong language abilities, a superior mind, and character to develop character-perspective English learning. Therefore, this study explains the importance of strong character education for students. Character education is one of the components enabling people to think and act with purpose as well as having traits that mirror their habits (Hasanah & Deiniatur, 2020). The Ministry of National Education identified honesty, democracy, tolerance helping, as well as a love of peace as parts of the humanist principles that make up the majority of the 18-character values (Usadiati & Norahmi, 2019). These principles are regarded as the most highly retained, and to be retained, learner values, due to the current state of Indonesian society.

Additionally, honesty, tolerance, democracy, helping, and a love of peace are values that place a high priority on treating people with respect. This is because only by treating others kindly and having little to do with divinity are human standards emphasized. Another issue is the belief that religion is not a basic means to becoming a decent person, particularly in a pluralistic nation. The question raised is how students view the task model that teachers provide inside and outside the classroom, and what can be done to create a constructive feedback process. Therefore, this study sets out to determine children's perceptions of the teachers' tasks and their feedback in English classes.

II. METHODOLOGY

This study was carried out in Travel and Tour Operation, Hospitality, and Tourism Business Management Study Programs. A total of 116 students from these three different programs were selected as the participants using the quantitative descriptive technique. The sampling process is tailored to the permits received based on the distribution of study programs. Purposive sampling was used under the following steps: 1) focusing on the locus in each study program, 2) selecting participants in conjunction with the study program, and 3) using learning as a method of offline data retrieval. A questionnaire was distributed to each respondent during offline learning with a Likert scale. Therefore, the results of focus groups with other English teachers showed that the participants completed a questionnaire about their perceptions of the task model. Table 1 shows that alternative responses can be provided through a score statement.

TABLE 1
ALTERNATIVE ANSWERS WITH LIKERT SCALE

Alternative Answers	Value
Always	3
Sometimes	2
Never	1

To create a consistent, succinct, and understandable picture of a symptom or event, data analysis employs descriptive statistics, where the stages are gathering, compiling, processing, presenting, as well as interpreting numerical statistics. Quantitative methods are first used, followed by qualitative analysis to thoroughly examine a specific instance or social phenomenon to understand its context, conditions, and interactions with other factors. This study describes the way feedback is offered to students and their feeling about the task model presented by teachers inside or outside the classroom.

III. RESULT AND DISCUSSION

Result

This study aims to determine students' perceptions or opinions of the task model presented by the teacher. Similarly, the results indicated that the perceptions were based on indicators such as tasks performed individually, in groups, and at home. Figure 1 indicates the results related to students' perceptions of the task presented by the teacher.

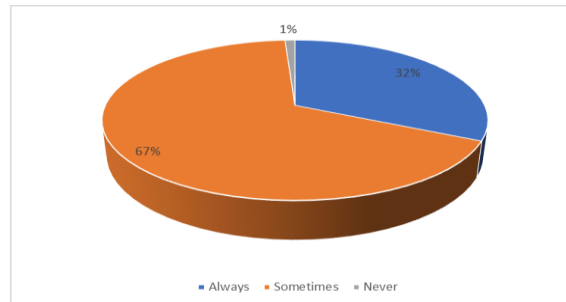


Figure 1. An Overview of the Perception of Tasks Accomplished As Homework

Based on the chart, about 32%, 67%, and 1% of students respectively think teachers always, sometimes, and failed to provide assignments in the form of homework. This shows that teachers do not always give assignments to students to be completed at home.

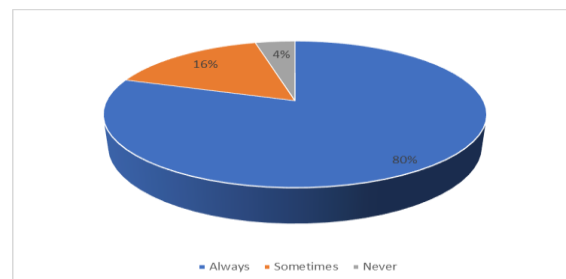


Figure 2. An Overview of the Perception of Tasks Given Individually

Figure 2 indicates that 80%, 16%, and 4% of students respectively consider the same teachers always, sometimes, and never give assignments in the form of individual tasks. Therefore, they have the opinion that teachers more often wish that the task be accomplished individually rather than in groups.

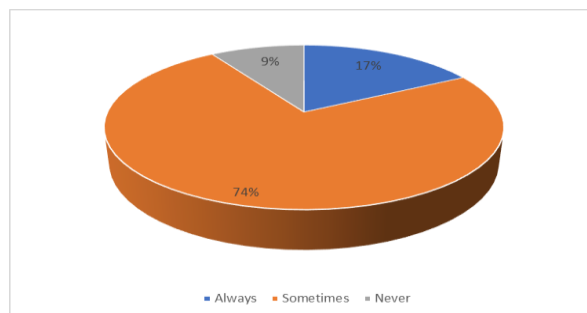


Figure 3. An Overview of the Perception of Tasks Assigned in Groups

Figure 3 indicates that 17%, 73%, and 9% of students respectively consider that teachers always, sometimes, and never give assignments in the form of a group. Therefore, teachers do not always give tasks in groups.

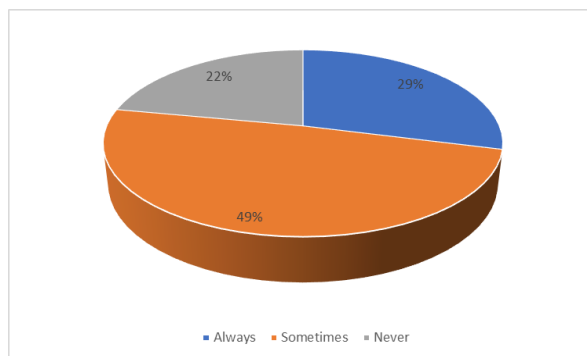


Figure 4. An Overview of Perception of Teacher Writing Feedback on Assignment

Figure 4 indicates that 29%, 49%, and 22% of students respectively consider the teachers always, sometimes, and never write comments on the tasks.

IV. DISCUSSION

Homework is one of the ways to give extra tasks to students in learning English. The giving of assignments either in groups or individually enables children to absorb the learning process. Several models show the need for teachers' creativity in the future in conceiving these tasks for their students. According to Azizah (2018), homework is beneficial to students in three aspects including broadening knowledge, sharpening skills, and inculcating values. It enables teachers to provide detailed comments which can help the children gain better performance in English tests (Latif et al., 2022). Manalo et al. (2019) emphasized that a semester assignment where students note what is being understood in class during the week can involve the ability to use and increase the imagination and unwittingly sharpen their creativity. In metacognitive intervention, homework tends to boost students' motivation and confidence in listening comprehension (Bozorgian et al., 2022). Assignments serve as a communication between students as well as teachers, particularly in English learning. This shows exploring homework tends to give ample chances for children (Khonamri & Pavlikova, 2020).

Khonamri and Pavlikova (2020) indicated that a positive impact on students' learning achievement is only gained when teachers provide proper homework. Similarly, providing assignments needs to be in line with both perceived usefulness and children's interests (Suárez et al., 2019). Several classroom activities are dedicated to homework because it helps in building children's knowledge. The tasks accomplished are promoted to enhance critical thinking skills (Yavuz & Ozdemir, 2019). Moreover, flexibility needs to be evaluated to provide more creative stimuli such as permitting images and sharing homework reports in class. Additionally, students pass through different problems in their journey to correct answers to accomplish their assignments (Liao, 2022).

The data collected indicates that individual tasks in English class dominate. According to Kachlicka et al. (2019), continuous auditory practice facilitates language learning. Several inputs, namely games as well as social media, tend to make the classroom interactive as well as enhance all language production components due to the differences in people's abilities (De Wilde et al., 2020). The study by Lamb and Arisandy (2020) emphasized that students are comfortable with learning instruction rather than the formal aspect. It is necessary to consider individual differences to enable media development as a resource and potential tool to dynamically adjust learning instruction. Teachers also need to consider experiences to observe the difficulties as well as troubles facing students.

Individual and group tasks are important in language learning. According to Janzen (2021) and Tran et al. (2019), the group aspect brings about transformative learning and higher motivation. It also emphasizes well-designed instructional models to create interactive learning (Jacobs et al., 1997). In a group learning setting, students are given tasks in which each participant is assigned a role. Coggeshall (2010) indicated that assigning roles lowered the intensity of students' escape from their responsibility. The task performed by small groups contributes to language learning because it allows interactions among members. This study shows that this group accomplished diverse pedagogical practices. Group leaders give instructions, assign turns, emphasize the educational focus, revise, give scaffolded feedback, and define words, while other members comment on nominations, offer suggestions, ask for clarification, and help with the language (Lo, 2017). Assigning roles enables students to help themselves in overcoming difficulties and problems. Therefore, assigning tasks, either individually or in groups significantly contributes to increased student learning (Caulfield, 2010).

The Bali State Polytechnic (PNB) Tourism Department can benefit from the use of ICT in lectures that are integrated with character education, according to study findings and data analysis that has been done. Especially for instructors with a high number of students, the use of ICT can boost the effectiveness and efficiency of lecture time (e-Learning Lentera, Google documents, WAG, and others). To begin using this method, the lecturer's role in developing and fostering character from the first to the last stage of lectures is necessary. This is so that if the professor is there, numerous aspects of student character will be made clear. This is evident when students copy assignments from one another during the weekly independent tasks that make up the student learning outcomes test. These assignments are

completed online, and the behavior of the students involved who copy from each other does not show a sense of responsibility or discipline.

The PNB Tourism Travel Business Study Program has used the e-Learning during lectures in a definite way. Character education for students has not, however, been incorporated into its utilization. In addition to dealing directly with student assistance on the implementation of character education, students still require direct supervision from professors. ICT-based learning that is integrated with character education can be applied in all courses offered by the PNB Tourism Department with careful planning, including the creation of Semester Learning Plans (RPS), student worksheets, student character assessment sheets, and learning achievement tests. With careful planning, enhanced and integrated ICT-based learning can realize effective learning and grow and assess student character. Additionally, it can be observed that the student's personality seems to match the signs that have been established as a result of the research that has been done. Students' communicative, religious, and appreciation for variety traits are highly evident in their character, but they still lack the trait of honesty. The majority of pupils, who have not exhibited behavior consistent with these character markers, attest to the fact that they still require guidance from all parties, including parents.

Feedback is one of the approaches to monitoring students' progress. In this study, the majority of the respondents agreed that the teachers only sometimes comment on their task sheets. Feedback needs to be provided because it shows correct answers, motivates, enables collaboration, and enables students to apply correction, as well as learn from their errors (Harijaz & Hajrulla, 2021). Teachers used several techniques such as oral and written to comment on the children's tasks. However, the learning environment was changed from face-to-face to distance during COVID-19. The study by Taskiran and Goksel (2022) showed that the development of automated scoring and feedback systems are parts of the alternative techniques used by teachers. Furthermore, the combination of these two methods improves students' learning, particularly in their writing tasks.

Students at Tourism Department gave several opinions concerning the availability of tasks and feedback. The conclusion obtained was that each individual indicated distinct response patterns while exploring foreign languages. Therefore, teachers need to remember that tasks and feedback are given to accommodate student learning and engagement.

V. CONCLUSION

In English, assignments and feedback help to improve student's language skills as well as character. Furthermore, tasks assigned either individually or in groups serve as variations to adjust differences in student learning models. Character values tend to be part of the learning process incorporated into the primary material. The use of ICT-based learning resources and integrated character education can boost student learning activities in courses at the PNB Tourism Department. A model of character education and ICT-based learning that may provide effective learning as well as evaluate and enhance student character has been developed by the PNB Tourism Department. The goal of this research is to provide examples of learning tool models that can be used to create sets of learning materials or other subjects, such as ICT-based learning and integrated character education, and to present character-based learning for students. This research is intended to be applied to learning activities on campus, particularly in the PNB Tourism Department.

Researchers offer recommendations based on the findings that character education is effectively applied to the learning process when it is ICT-based and integrated. As a result, teachers can develop ICT-based learning models that include character education in order to develop effective teaching tools that are based on national cultural characteristics. The learning process can be facilitated before the lecture process and for teachers and students using ICT-based learning methods like Lentera. This includes lecture material that is simple to manage because it has a structured data storage feature and teleconference features that can make it easier for Online Learning participants to interact directly with each other. Accordingly, the limitation of this study is not to examine deeply the teachers' comments. Further review is hoped to investigate several kinds of feedback as well as their benefits.

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Gede Ginaya was born in Buleleng, Bali, Indonesia on 19th September 1966. He is a permanent lecturer of English at Tourism Department, Politeknik Negeri Bali (PNB), Bali, Indonesia. He received a bachelor's degree in English language teaching from The Faculty of Education and Teacher Training Udayana University, Bali, Indonesia (Currently is UNDIKSHA Singaraja) in 1992 and a master's degree in cultural studies from the Faculty of Arts, Udayana University, Bali, Indonesia in 2010.

He has been assigned to teach English for Tourism in the three study programs of Tourism Department, Politeknik Negeri Bali, Indonesia. His research interests include classroom-action research, cultural studies, and tourism and have been published in several journals. His Email address: ginaya@pnb.ac.id



Ni Putu Somawati was born on 27th of May 1963 in Denpasar, Bali, Indonesia. She is a permanent lecturer of English at Tourism Department, Politeknik Negeri Bali (PNB), Bali, Indonesia. She received a bachelor's degree in English Department, faculty of letters, Udayana University, Bali, Indonesia in 1987. She continued to master program in management and was awarded Magister Manajemen (MM) in Udayana University, Bali, Indonesia in 2005.

Her research interests include development tourism, English literature, English language teaching. Her Email address: putusomawati@pnb.ac.id



Luh Nyoman Chandra Handayani was born in Klungkung, Bali, Indonesia on 20 January 1971. She is a permanent lecturer of English at Accounting Department, Politeknik Negeri Bali (PNB), Bali, Indonesia. She received a bachelor's degree in English Department, faculty of letters, Udayana University, Bali, Indonesia in 1994 and a master degree in Linguistic majoring at Terminology, Lexicology Multilanguage, and Translation from the Faculty of Letters, Universite de Lyon, France in 2000.

She has been assigned to teach English for Accounting in the two study programs of Accounting Department, Politeknik Negeri Bali, Indonesia, i.e., Accounting Study Program and Accounting Management Study Program. Her research interests include classroom-action research, teaching learning activity and accounting and taxation terminologies, and have been published in several journals. Her Email address:

nyomanchandrahandayani@pnb.ac.id



Putu Dyah Hudiananingsih was born in Malang, East Java, Indonesia on 20th March 1963. She is a permanent lecturer of English at Accounting Department, Politeknik Negeri Bali (PNB), Bali, Indonesia. She received a bachelor's degree in English Department Faculty of Letter Udayana University, Bali, Indonesia in 1988 and a master's degree in Linguistic majoring at translation studies from the Faculty of Arts, Udayana University, Bali, Indonesia in 2007.

She has been assigned to teach general English, ESP in TAX Classes, Accounting Managerial and D3 study programs of Accounting Department, Politeknik Negeri Bali, Indonesia. Her research interests include classroom-action research, cultural studies, and tourism and have been published in several journals. Her Email address: dyahhudiananingsih@pnb.ac.id



Ni Made Rai Sukmawati was born on 19th of March 1960 in Badung, Bali, Indonesia. She is a permanent lecturer of Logistic Management at Tourism Department, Politeknik Negeri Bali (PNB), Bali, Indonesia. She received a bachelor's degree in English Department, faculty of letters, Udayana University, Bali, Indonesia in 1988. She continued to master program in tourism and was awarded Magister Pariwisata (M.Par) in Udayana University, Bali, Indonesia in 2011.

Her research interests include creative economy, green tourism development model, entrepreneur model in sustaining tourism, tourism village development. Her Email address: maderaisukmawati@pnb.ac.id