THE IMPLEMENTATION OF TBLT PROCEDURE AT THE FIRST GRADE OF TOURISM DEPARTMENT

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Abstract

The purpose of the research is to find out the Implementation of Task Based Language Teaching Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi. This research was descriptive qualitative. The data were obtained through observation and interview. The observation was conducted in four meetings and informants of this research were the teacher who taught at the First Grade of Tourism Departments and some student. The data were analyzed by using flow model of Miles and Huberman in Sugiono. The finding reveals that Task Based Language Teaching Procedure in generally had implements by the teacher with process pre task, task, planning, report, analysis, and practice but the teacher did not apply yet all of Process. The teacher did not implement one of activities from task process that was walk around to monitor and to encourage students to communicate in the target language because in the class the teacher prefer walked around to monitor whether the students did the task or not. For the other process had implements by the teacher but not always implemented in every meeting depend on the topic of the learning.
Key Words: **Teaching English, Learning Method, TBLT Procedure**

INTRODUCTION

English is the most widely used language in all around the globe. English is an international language. International language means that English is used to communicate with people from different countries. According to Syafitri (2019), English is the most popular language studied as the official introductory language of 42 countries in the world. In addition, English also serves as an influential international introductory language. It is known that English become the most influential language in the world, one in five people in the world is able to speak or perhaps at least she or he can understand what someone says in English. In indonesia, English has been taught from the lowest into the highest education level. English is always being taught as a compulsory subject in secondary school and as a complementary subject in University.

Kardena stated that during the development of teaching English as a second/ foreign language, many issues related to effective teaching techniques have emerged. The main focus of the development is to develop students' communicative competence. One of the ways is activating students' participation in the classroom. In fact, involving students to participate in the classroom is not an easy task if the students have been familiar with teacher-centered instruction. In this case, there are many methods can be implemented by the teacher. One of the method can implemented is Task Based Language Teaching

(TBLT).

Task Based Language Teaching (TBLT) is a method that focuses on the tasks given to students which implement communicative tasks with some interactive and meaningful activities engaging the students in active language learning. Nunan (2004) defines task into real world or target tasks and pedagogical tasks. Real world or target task refers to uses of a task relates to the activity outside that occur in the classroom and become pedagogical task. Pedagogical tasks is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form. Branden (2006) said that since language use in facilitative of reaching all kind of goals in the real word, Task Based Language Teaching naturally evokes a wide diversity of cognitive operation that people need to perform in order to function in real life.

Furthermore, in TBLT the teacher guides the students learning in pair. According to Nunan (2004), TBLT encourage learners to participate actively in small, collaborative groups. It means by implementing TBLT students will be given broad opportunities to explore their language skills freely, students working together as pairs and groups resulting in the decrease of students' anxiety, shyness, hesitation and in another side can increase students' self-confidence. As said by Marta (2014) if task and technology integrations are properly motivated by TBLT theory, would argue that language learning tasks which are mediated by new technologies can help minimize students' fear of failure, embarrassment, or losing face; task-based language teaching can raise students' motivation to take risks and be creative while using language to make meaning.

Based on preliminary research conducted on March 21st until July 2019 by observation and interview, the researcher observed the first grade of Tourism Department in SMKN 2 Bukittinggi. When researcher doing interview with the teacher, the teacher stated that in teaching process the teacher always give the task to students. The teacher gave several tasks to make students active in language learning. The task focused on speaking skill even though other skills were also learned because the target of output in vocational school was students were expected to be able to work in the industrial world. For graduated of the Tourism Department, students served people so students' must be able to well communicate. From the teacher explanation, it seems that the teacher in the learning process implemented TBLT. This statement was answered when the teacher said in the learning prosess with the need of students like this very suitable if used a method

who called Task Based Language Teaching. But the researcher found several problems.

The first problem, the teacher immediately asked the students to do the task without ensures whether the student has understood the task or not. The second problem, the students were uncomfortable while speaking in front of the class without a text to help. The third problem, in the learning process the teacher always confused when giving the task because the teacher often change the form of the task. Based on the problems above, the researcher is interested to analyzed about The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi

The researcher analyzed The Implementation of TBLT Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi used Procedure of TBLT suggested by Jane Willis (1996).

Pre-Task activity

In Pretask activity consist of teacher helps students to understand the topic of the task; the teacher uses activities to help the students recal/learn useful words and pharases; the teacher ensures students understand task instruction; the teacher plays a recording related to the task; the students take note useful words and pharases from the pre-task activities and the students spend a few minutes to prepare the task individually.

Task Cycle (Task, Planning, Report)

Task consist the students do the task in pair/small group and the teacher walks around to monitor and to encourage student to communicate in the target language. Planning consist of the students prepare a written or oral report of the task; the students rehearse what the students will report; the teacher acts as language advisor and the teacher helps students rehearse oral report or organise written one. Report consist of the teacher acts as chairperson; selecting who will speak next; the teacher asks some pairs to report the task in front of the class; teacher asks some pairs to report the task in front of the class and the teacher comments on the content of the student report.

Language focus (Analysis, Practice)

Analysis consist of the students do activities to identify and process specific language features from the task text or transcript; the students ask about the features the students have noticed; the students ask about the features the students have noticed; the teacher brings useful words, phrases and patterns to students attention. Practice consist of the teacher conducts practice activities after analysis activities where necessary, to build

confidence; the students practice words, phrases and pattern from the analysis activities; the students practice other features occuring in the task text or report stage; and the students enter useful language items in students notebook.

METHODOLOGY

In this research, the researcher used descriptive qualitative research. Arikunto (2013) said that descriptive research is not intended to test of certain hypotheses but just describes as it is about a variable, phenomenon or condition. Then, Sugiono (2009) said that qualitative research is a research which explores the objective real situation and focuses on the current issues. In sort this research gave the description objectively without giving any kind of experiment activities but describing the phenomenon existing in the field and real situation in order to get information.

The technique that researcher used in data collection were observation and interview. In observation, the researcher came to the classroom first grade Tourism Department and then recorded classroom activity. The observation was completed by observation sheet to be observe which related with the research question. The observation sheet was arranged with name of the teacher who teach English subject, observation place, time, and items to be observe. The researcher gave checklist to each item which occur during observation. The observation was done until the researcher got the accurate and complete data about Implementation TBLT Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

Then, the researcher did interview. In this research the researcher used unstructured interview in collecting the data with the question has been listed in interview guide. The questions related to the teacher way in Implementation TBLT Procedure in teaching English. Informan in this research were the teacher who teach at the First Grade of Tourism Department in SMK N 2 Bukittinggi which implemented TBLT in teaching English and was also completed by students interview. The students were choosen by using snowball sampling technique until data saturated.

Then, In analyzing the data the researcher used flow model of Miles and Huberman in Sugiono (2013) as follows data reduction, display the data, and concluded the data about TBLT Procedure in teaching English. The last, to find out how the teacher implement of TBLT procedure at the first grade of Tourism Department the researcher used

triangulation. Sugiono (2009) argue that triangulation is data collection technique which is combining the various techniques of the data collection and data resources that already exist. Gunawan (2015) stated that the data had been collected was a very valuable initial capital in the study, from the data collected there would be an analysis which was used as input for drawing conclusions. Triangulation of the data was done by checking the data that the researcher get from the various sources with different strategy that is observation and interview with the teacher and students.

RESULT/FINDING

The researcher collected the data to answer the research questions "how the Implemention Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi? The researcher used observation and interview. The observation was completed by observation sheet which related with the research question and Interview did with the teacher who taught at the First Grade of Tourism Departments and some of students until data saturated. Then the researcher did Triangulation for compared the result of analysis the data that the researcher get from the various sources with different strategy that is observation and interview with the teacher and students. The result of the process in the table below:

Table 1. Triangulation of the data

Variable	Indicator	Description	Observation				Interview					
			1	2	3	4	Teacher	Student 1	Student 2	Student 3	Student 4	Student 5
Procedure of task based language teaching	1.Pre task	a. Teacher helps students to understand the topic of the task.	√	-	√	√	√	√	√	√	√	√
		b. The teacher uses activities to help the students recal/learn useful words and pharases.	√	-	√	√	√	√	√	√	√	√
		c. The teacher ensures students understand task	√	√	√	√	√	√	√	√	√	√

		instructions.										
		d. The teacher plays a recording related to the task	-	-	-	-	√	√	√	√	√	√
		e. The students take note useful words and pharases from the pre-task activities.	-	√	-	-	√	√	√	√	√	√
		f. The students spend a few minutes to prepare the task individually.	-	√	√	-	√	√	√	√	√	√
	2.Task	a. The students do the task in pair/small group.	-	-	√	√	√	√	√	√	√	√

		b. The teacher walks around to monitor and to encourage students to communicate in the target language.	-	-	-	-	√	√	-	√	-	-
	3.Planning	a. The students prepare a written or oral report of the task.	√	√	√	√	√	√	√	√	√	√
		b. The students rehearse what the students will report.	-	-	-	-	√	√	√	√	√	√
		c. The teacher acts as language advisor.	-	-	-	-	√	√	√	√	√	√
		d. The teacher	√	-	-	√	√	√	√	√	√	√

		helps students rehearse oral report or oganise written one.										
	4.Report	a. The students present in front of the class to report the task.	√	-	√	√	√	√	√	√	√	√
		b. The teacher acts as a chairperson, selecting who will speak next.	√	-	√	√	√	√	√	√	√	√
		c. Teacher asks some pairs to report the task in front of the class.	-	-	√	√	√	√	√	√	√	√

		d. Teacher comments on the content of the student report.	-	-	√	√	√	√	√	√	√	√
	5.Analysis	a. The students do activities to identify and process specific language features from the task text or transcript.	-	√	√	√	√	√	√	√	√	√
		b. The students ask about the features the students have noticed.	-	-	√	-	√	√	√	√	√	√
		c. The teacher review each analysis	-	√	√	√	√	√	√	√	√	√

		activity in the class.										
		d. The teacher brings useful words, phrases and patterns to students' attention.	-	√	√	√	√	√	√	√	√	√
		e. The teacher picks up on language item from the report stage.	-	-	-	√	√	√	√	√	√	√
	6.Practice	a. The teacher conducts practice activities after analysis activities where necessary, to build	-	√	√	√	√	√	√	√	√	√

		confidence.										
		b. The students practice words, phrases and pattern from the analysis activities.	-	√	√	√	√	√	√	√	√	√
		c. The students practice other featurs occuring in the task text or report stage.	-	-	-	-	√	√	√	√	√	√
		d. The students enter useful language items in students notebook.	-	√	-	-	√	√	√	√	√	√

Based on the table above, it can be seen if the teacher had implemented Task Based Language Teaching Procedure in teaching English but the teacher did not apply yet all of Process. In all of the meeting, the teacher did not implement one of activities from task process that was walk around to monitor and to encourage students to communicate in the target language and only one activities that the teacher implemented in all of the meeting that was the students prepare a written or oral report of the task. The researcher got this conclusion from the number of check marks from the column of triangulation.

DISCUSSION

Task Based Language Teaching (TBLT) was a method that was implemented by the English teacher at the First Grade of Tourism Department in SMKN 2 Bukittinggi. Task Based Language Teaching is a method that focuses on the tasks given to students which implement communicative tasks with some interactive and meaningful activities engaging the students in active language learning. Nunan (2004) defines task into real world or target tasks and pedagogical tasks. Real world or target task refers to uses of a task relates to the activity outside that occur in the classroom and become pedagogical task. According to Willis (1996) sequences of task based activities that could be conducted in the classroom including pre-task activities, task cycle (task, planning, report), and language focus (analysis and practice).

The researcher had analyzed about how the English teacher at the First Grade of Tourism Department in SMKN 2 Bukittinggi implemented TBLT Procedure. The researcher collected the data through observation and interview with the teacher and some students. Based on the analysis of observation and interview with the teacher and students, the researcher found that all of the TBLT Procedure according to Willis in generally had implements by the teacher with process pre task, task, planning, report, analysis, and practice but the teacher did not apply yet all of Process. From four meetings there was activities from the procedure of TBLT that was ignored by the teacher.

The first procedure was pre task. In the pre task procedure, there were six activities that should be applied by the teacher. Like teacher helped the students to understand the topic of the task, the teacher used activities to help the students recal/learn useful words and pharases, the teacher ensured students understand task instructions, the teacher played a recording related to the task, the students took note useful words and phrases from the

pre-task activities, the students spent a few minutes preparing for the task individually (Willis,1996). From six activities reveals that the teacher has implemented all of activities but not in all of the meeting, only one activities that the teacher implemented in all of the meeting that was the teacher ensures students understand task instruction. While other activities were implemented by the teacher based on the certain material.

The second procedure was task. There were two activities in the task that were the students did the task in pair/small group and the teacher walked around to monitor and to encourage students to communicate in the target language (Willis,1996). From two activities the teacher only implemented one activies that was the students did the task in pair/small group and did not implement activities that the teacher walked around to monitor and to encourage students to communicate in the target language because in the class the teacher only walked around to monitor whether the students did the task or not. It also was seen when the researcher interviewed with the students. The students stated that "The teacher often around to ensure whether we doing the task or not and ensures the tasks that we do is the task that he gives not the task from another subject teacher" While, the theory of TBLT for task procedure according to Willis (1996), the teacher walked around to monitor and to encourage students to communicate in the target language of course it is contrary with the theory.

The third procedure was planning. There were four activities in the planning procedure that were the students prepared a written or oral report of the task, the students rehearsed what the students will report, the teacher acted as language adviser and the teacher helped students rehearse oral report or organise written ones. From four activities reveals that the teacher has implemented all of activities but not implemented in all of the meeting, the activities implemented based on the certain material and the students need. Only one activities that the teacher implemented in all of the meeting that was the students prepare a written or oral report of the task.

The fourth procedure was report. There were four activities in report procedure that were the students presented in front of the class to report the task, the teacher acted as a chairperson to selecting who will speak next, teacher asked some pairs to report the task in front of the class, and the teacher commented on the content of the student report (Willis,1996). All of the activities in generally had implemented by the teacher, but the activities only did based on the certain material ans students need.

The fifth procedure was analysis. There were five activities in analysis procedure

that were the students did activities to identify and process specific language features from the task text or transcript, the students asked about the features the students have noticed, the teacher reviewed each analysis activity in the class, the teacher brought useful words, phrases and patterns to students' attention and the teacher picked up on language item from the report stage. The teacher implemented all of activities but not in all of the meeting. The teacher did the activiitie based on the certain material and students need and also there is in certain meeting the teacher implemented the stage did not sistematically.

The sixth procedure was practice, there were four activities in practice procedure that were teacher conducted practice activities after analysis activities where necessary, to build confidence, the students practiced words, phrases and pattern from the analysis activities, the students practice other features occurring in the task text or report stage, the students entered useful language items in students notebook (Willis, 1996). The teacher had implement the activity but there is activitie in several observation the teacher did not implement it. The activity did by the teacher in certain material.

CONCLUSION

Based on finding of the research about the analysis the Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi, it can be concluded that the researcher found that the teacher generally implemented Task Based Language Teaching procedure with process Pre task, Task, Planning, Report, Analysis, and Practice but the teacher did not apply yet all of stages. The teacher did not implement one of activities from task process that was walk around to monitor and to encourage students to communicate in the target language because in the class the teacher prefer walked around to monitor whether the students did the task or not. Only one activities that the teacher implemented in all of the meeting that was students prepare a written or oral report of the task. While, the other activity did by the teacher based on certain material and students need.

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