

Re: Submission Confirmation - Paper ID: JLTR21041501

From: I Made Rai Jaya Widanta (rai_widanta@yahoo.com)

To: jltr@academypublication.com

Date: Thursday, April 15, 2021 at 07:27 PM GMT+8

Dear Editor

Thank you for your quick response. We are very pleased to hear that JLTR begins to be indexed by Scopus. JLTR actually had published two of our articles in 2019. This is a new article (Paper ID: JLTR21041501) which is a part of our research this year. We look forward to hearing further information.

Regard
Made Rai Jaya Widanta

On Thursday, April 15, 2021, 03:20:02 PM GMT+8, jltr@academypublication.com <jltr@academypublication.com> wrote:

Dear Made Rai Jaya Widanta,

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This is to acknowledge receipt of your submission to Journal of Language Teaching and Research (JLTR). This paper, assigned a code (Paper ID: JLTR21041501), is being put in the reviewing process. We thank you for submitting to our journal and will be back to you as soon as we have any news.

Model of Task-Based Blended Learning for EFL Writing Classroom

Anak Agung Raka Sitawati¹, I Made Ardana Putra Putu¹,
Putu Dyah Hudiananingsih², I Made Rai Jaya Widanta³

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³Accounting Department, Bali State Polytechnic, Kampus Bukit Jimbaran street, Kuta Selatan, Badung-80364, Bali, Indonesia Ph. (+62361) 701981

³Mechanical Engineering Department, Bali State Polytechnic, Kampus Bukit Jimbaran street, Kuta Selatan, Badung-80364, Bali, Indonesia Ph. (+62361) 701981, rai_widanta@yahoo.com

Abstract—On-line learning has been implemented particularly since the beginning of period of pandemic covid-19. However, during its implementation on line learning has been facing some compliment and protest from instructors of English in school and universities level, technological and human resources. Based on the hindrance, combined on line and off line (blended learning) for teaching English was initiated. The development was undertaken in vocational higher education of Polytechnic Negeri Bali. Four classes of semester 6 students who were divided into two group (experiment and control group) were involved as participants. The model of learning was made pursuant to result of problem identification. The development consisted of materials, learning syntax and assessment development. Data was taken from implementation result of the model in the classes, students' score, and students' perception. Result of data analysis revealed that the model was effective even though some obstacles which did not outweigh the advantages provided were still found during its implementation. The obstacle shall be used as basis of issue for further development of blended model of learning.

Index Term— Task-based, blended learning, EFL, writing classroom, English for business correspondence.

I. INTRODUCTION

The use of technology to support English language learning has been empowered in all over the world nowadays. Apart from introducing the technology itself so that learners recognize its development every year, the implementation of technology was also in an attempt to find the more suitable method for learners' fashion. It was empowered to make the learning more effective, efficient, and meaningful. The second goal has been that every English language teacher and lecturer, scholar, and researcher would be assisted by the presence of it. The most popular technology added for assisting language learning is information and communication technology (ICT). A lot applications have been developed to facilitate language learning with choices of model. Each application certainly has its own feature in order for learners to choose pursuant to their needs and fashion.

Frequent and massive implementation of online learning nowadays which has been applied for decade (Kirkgoz, 2011), has brought about new era in academic world. Some schools or universities decided to use online learning or blended learning to support their academic needs. Blended learning, the combination of online and face-to-face learning, was popular among lecturers nowadays. The combination drives lecturers to use an application to do distance learning and in some occasions do in the class room learning with face-to-face method. Thus, with a certain percentage between distance and in-classroom learning, lecturers will have time to also meet their students to help them solve their problems, convey materials directly, and advise their project,

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From: jltr@academypublication.com
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At 2021-04-15 13:11:43, "I Made Rai Jaya Widanta" <rai_widanta@yahoo.com> wrote:

Dear Editor

i here with in close our article

Best
 Made Rai Jaya Widanta

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JLTR21041501-review result

From: jltr@academypublication.com

To: rai_widanta@yahoo.com

Date: Monday, April 26, 2021 at 02:51 PM GMT+8

Dear I Made Ardana Putra Putu,

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Dear author,

Thanks for your submission.

This is a really interesting paper, and it would be very informative to the researchers who are interested in this field.

However, the language is really awkward; it really needs to be improved. There are a lot of grammatical errors/incorrect usages/spelling errors in the paper.

For example:

Four classes of semester 6 students who were divided into two group (experiment abd control group) were involved as participants.

A lot applications have been developed to

to use patterns and and other grammar items,

conventional method which focused on forms or conventional form-focused approaches were found effective

This situation was coincided with Bruton's

TBLT provided an unpredictable language goals,

Grammar is not epeared to be a salient aspect

Therefore, we are sorry to say that we have to reject the paper for publication.

Please ask **a native English speaker** to help you check the paper again, word by word, sentence by sentence!

(If you can't find a native English speaker by yourself, you may contact Mr. David Rowles, a retired British teacher with more than 25 years' experience in English writing teaching. His email address is: prof.bill69@hotmail.com)

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2021-09-14 11:36:25, "I Made Rai Jaya Widanta" <rai_widanta@yahoo.com> :

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We are terribly sorry for being late to send back the refined article as the financial support from the our government based on whom this project have been funded was a bit late in this pandemic era. Thank your for your cooperation and we look forward to have the article reviewed and issued in JLTR.

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Thank you for the review.
We will get the language of the paper refined and resubmit the paper.

your sincerely,

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Model of Task-Based Blended Learning (TBBL) for the EFL Writing Classroom

Abstract – The implementation of eOnline learning is being specifically conducted/implemented due to the emergence of the COVID-19 pandemic. This is based on the reduction of cases and casualties to the danger and severity of the disease. Besides/Though several compliments being were encountered in the implementation of this educational process, protests are still observed from English instructors at/in secondary and tertiary levels continue to protest the change. To respond to this dilemma, the development of blended learning (a combination of online and offline combination/learning) emerged. Therefore, this study aims/was intended to develop task-based blended learning for English correspondence education and it also aims to identify and explain the learning aspects in the model development. Approximately 120 students from four classes of semester 6 were selected and divided into two groups (experiment and control groups) since/as a research and development (R&D) model was used for analysis (Dick & Carey, 1990). The draft model was further validated and piloted for several meetings. The results showed effective learning materials containing five sections, namely (1) activity lead, (2) mind mapping, (3) refocusing, (4) writing, and (5) reinforcement. The materials were designed through the provision of tasks in every section, therefore integrating the students' use of four language skills. In addition, these materials were designed according to lesson plan, learning syntax, and assessment tools.

Index Terms – Task-based, blended learning, EFL, writing classroom, English for business correspondence.

I. INTRODUCTION

The use of technology is presently being used to support English language learning is being presently empowered worldwide, due to the impact of the COVID-19 pandemic on the education sector. Besides the introduction of this concept, technology implementation is based on the determination of intended to produce a more suitable method for learners. It is also empowered to ensure effective, efficient, and meaningful learning processes. Another aim of this technological concept is the assistance being to provide assisted to every English teacher or s/lecturers, scholars, and experts. The most popular method added for assisting language learning is information and communication technology (ICT). Also/Additionally, several applications have been developed to facilitate language learning with model choices. This indicates that each application has specific features for the needs and fashion of learners.

The frequent and massive implementation of online learning has presently led to a new era in the education sector, with several institutions deciding on to use a digital or blended model to support academic needs. Moreover, blended learning (online and offline learning) is found to be presently popular among lecturers because/as the educational process promotes the easy use of several applications for distance and direct classes. Besides the specific percentage between distance and direct learning, lecturers still create time to meet their students, based on to solving problems, directly conveying materials, as well as and advising students them on projects and other works. Based on For the learners, this learning model provides opportunities to interaction opportunities with lecturers, which is found to be very important for most students. In addition, teachers are found to be enthusiastic in undertaking the learning model.

Based on Due to the Covid/COVID-19 pandemic period, all learning activities were carried out/conducted through an online model because/as all institutions globally switched to the total use of digital learning to avoid dangerous social interaction. Although the implementation of this model was difficult due to the emergence of several weaknesses, it was still advised to be conducted. This led to the

Commented [RN1]: Hi Anak, I am excited to work through this document with you! Let's get started.

Commented [RN2]: Avoid using acronyms in titles and headings.

Commented [RN3]: It is unclear what "this" refers to here.

Commented [RN4]: The intended meaning of this phrase is unclear.

Commented [RN5]: The intended meaning of this phrase in this context is unclear.

Commented [RN6]: It is unclear what concept you are referring to here.

Commented [RN7]: Compared to what? Please specify.

Commented [RN8]: It is unnecessary to introduce an acronym for a term you do not use again in this document.

Commented [RN9]: The intended meaning of this phrase in this context is unclear.

Commented [RN10]: The intended meaning of this term in this context is unclear.

Commented [RN11]: The intended meaning of this phrase is unclear.

encounters ~~of with~~ many educational obstacles, such as inadequate materials, unavailable internet connections, knowledge restrictions on applications, learners' ~~u~~ndisciplined attitudes, time ~~_~~limitations to access several sites, and ~~a~~ lack of direct social interaction.

Commented [RN12]: The intended meaning of this phrase in this context is unclear. What applications are you referring to here?

~~However, b~~lended learning has ~~however~~ been redesigned to meet the needs of English learning, especially for ~~the~~ international business correspondence ~~inat~~ the Administration Department of Politeknik Negeri Bali, Indonesia. This is based on responding to the learners' needs ~~and~~, considering the problems, hindrance~~s~~, and obstacles encountered during previous online and traditional learnings. The redesigned learning model fundamentally uses task-based language teaching (TBLT); ~~and also~~ combined with blended techniques to support pedagogical activities. In addition, TBLT ~~was is also~~ selected due to being effectively implemented in several pedagogical interventions within Politeknik Negeri Bali, ~~e.g., such as~~ in Tourism and Administration Department classes (Somawati, 2017; Somawati, 2018; Sitawati, 2019). ~~The~~se successes enhanced the utilization of TBLT to redesign writing subject through ~~the~~ blended learning model.

Commented [RN13]: It is unclear what "this" refers to here.

Commented [RN14]: The intended meaning of this phrase in this context is unclear.

II. LITERATURE REVIEW

2.1 Some ~~Critics on Critiques of~~ Task-Based Language Teaching (TBLT)

~~Besides Despite having obtaining received~~ negative feedbacks, TBLT is an approach that ~~has still also~~ received positive ~~re~~views depending on its implementation purposes. Based on learning forms or English language grammar, this approach was instructionally rejected by Japanese students due to obtaining good test results (Sato, 2009). Since the aims of this technique ~~was for were~~ students ~~to~~ comprehending and producing sentences, as well as using patterns and other grammar items, traditional models were found effective, ~~such as including the~~ grammar translation method (GTM); presentation, practice, production (PPP); and test, teach, test (TTT). This ~~was is~~ in line with Bruton (2002), Sheen (1994), and Swain (2005), ~~who~~ claimed that TBLT was very doubtful for the performance of Japanese learners. ~~This was due to for~~ several ~~ineffective~~ reasons: (1) ~~The~~ TBLT did not meet the ~~Japanese students'~~ needs ~~of the Japanese students~~, due to their disinterest in communication skills, (2) TBLT ~~was is~~ not in line with the pattern of Japanese learning, (3) TBLT decreased learners' motivation ~~towards the success~~ ~~succeed on of~~ tests, (4) TBLT ~~was is~~ opposed to Confucian~~us~~ culture; based on the belief that lecturers often had ~~bigger greater~~ authority than students, (5) TBLT ~~had does not include a~~ learning model focusing on forms or grammar, (6) TBLT ~~brokreakse~~ the principles of form-focused instruction, and (7) TBLT ~~was is~~ assumed to cause ~~learners'~~ language fossilization ~~rather~~ than acquisition ~~among learners~~ (Sheen, 1994; Hu, 2005; Swain, 2005; Burrows, 2008; Sato, 2009).

Commented [RN15]: It's not clear what you're trying to say here. Why would Japanese students reject this approach because it produced good test results?

Commented [RN16]: The intended meaning of this phrase is unclear.

~~The weakness of TBLT based on the negligence of semantic meaning was observed by~~ Widdowson (2003) ~~has observed the weakness of TBLT based on its negligence regarding semantic meaning~~. This indicates that TBLT ~~was is~~ indistinguishable from traditional learning activities. Furthermore, Sheehouse (1999); ~~asserted~~ that TBLT merely ~~proposed proposes~~ introductory tasks ~~on using~~ impoverished language samples, leading to minimal improvement and acquisition, as well as pidginized linguistics. ~~Besides this~~ ~~Additionally~~, it ~~also~~ ~~provides~~ unpredictable language goals and ~~outlawed~~ grammar aspects in its syllabus (Swain, 2005). ~~This was~~ because grammar is not a salient aspect. Meanwhile, several experts disagree ~~about~~ and ~~advocated~~ for the reliability of TBLT. This approach was

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Anak Agung Raka Sitawati¹, I Made Ardana Putra¹,
Putu Dyah Hudiananingsih², I Made Rai Jaya Widanta³,
I Wayan Dana Ardika⁴

¹Administration Department, Bali State Polytechnic, Kampus Bukit Jimbaran street, Kuta Selatan, Badung-80364, Bali, Indonesia Ph. (+62361) 701981

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Based on the Covid-19 pandemic period, all learning activities were carried out through an online model, as all institutions globally switched to the total use of digital learning to avoid dangerous social interaction. Although the implementation of this model was difficult due to the emergence of several weaknesses, it was still advised to be conducted. This led to the encounter of many educational obstacles, such as inadequate materials, unavailable internet connection, knowledge restriction on applications, learners' indisciplined attitude, time-limitation to access several sites, and lack of direct social interaction.

Blended learning has however been redesigned to meet the needs of English learning, especially for the international business correspondence at the Administration Department of Politeknik Negeri Bali, Indonesia. This is based on responding to the learners' needs, considering the problems, hindrance, and obstacles encountered during previous online and traditional learnings. The redesigned learning model fundamentally uses task-based language teaching (TBLT), and also combined with blended techniques to support pedagogical activities. In addition, TBLT is also selected due to being effectively implemented in several pedagogical intervention within Politeknik Negeri Bali, e.g., in Tourism and Administration Department classes (Somawati, 2017; Somawati, 2018; Sitawati, 2019). Those successes enhanced the utilization of TBLT to redesign writing subject through blended learning model.

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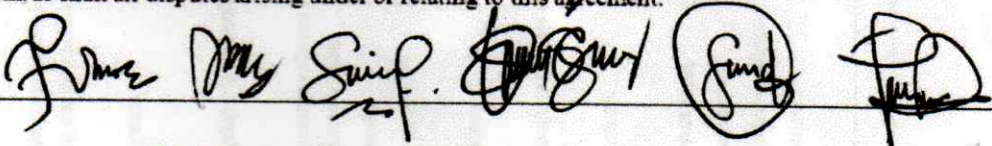
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Author(s): Anok Agung Raka Sitawati, I Made Ardana Putra, Ni Ketut Sueiani, Made Rai Jaya Widanta, I Wayan Dana Ardika, Putu Dyah Hadiananingsih
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