(No Subject)

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

To: ijcst2017@gmail.com

Date: Friday, November 17, 2017 at 04:39 PM GMT+8

Dear IJCST 2017 Editor,

I herwith send you three articles
to be submitted to the journal concerned.
We are terribly sorry for being late for this.

regard,
Rai Jaya Widanta

Paper Revision Journal_I Ketut Darma.doc
113.5kB

Paper Revision Journal_I M Rai Jaya Widanta.docx
42.1kB

Paper Revision Journal_Putu Somawati.docx
31kB

BNI

SETORAN TUNAI

(_____)
Penyetor

(_____)
Teller

Bank telah melaksanakan transaksi sesuai dengan permintaan penyetor. Sehubungan dengan hal tersebut, Penyetor dengan ini membebaskan Bank dari segala tuntutan hukum berkenaan dengan transaksi diatas. Bukti Setoran Tunai ini merupakan alat bukti yang sah.

(stempel: PT BANK NEGARA INDONESIA (PERSERO) Tbk — BNI — KANTOR CABANG — DALUNG)

Task-based language teaching: how it is implemented effectively?

N P Somawati[1], N W Wahyu Astuti[1], I N Kanca[1], I Made Rai Jaya Widanta[2], I wayan Dana Ardika[3]

[1]Tourism Department, Politeknik Negeri Bali
[2]Mechanical Engineering Department, Politeknik Negeri Bali
[3]Civil Engineering Department, Politeknik Negeri Bali

[1,2,3] Kampus Bukit Jimbaran, Kuta Selatan, Badung-80364, Bali, Indonesia
Ph. (+62361) 701981, email:

Abstract. There have been a number of ideas on how task-based language teaching (TBLT) is applied in English instruction. This research attempted to investigate how the task-based language teaching (TBLT) should appropriately be implemented in vocational college. A group of twenty eight students majoring in tourism were involved as research participant. Prior to treatment, they were given pre-test (T1) to see their basic level. The test, assessment rubric, learning materials, and learning syntax were developed and validated by an expert judge prior to their use. The treatment using task-based learning materials and learning syntax stages of "leading in – enriching – activating – naturalizing" (LEAN) was undertaken for three times. The post test (T2) was then given two days upon treatment to avoid their being able to answer the test because they just still remember of the materials during the learning. The analysis result of T1 and T2 using paired sample t-test showed that there was significant difference between means of T1 (M=6.14) and T2 (M=15.46), indicated by t (27) = -54.51, p < .05. Further development is recommended to use other English for specific purposes' materials and different research participant.

1. Introduction

The essence of English learning is for students to learn how to communicate using the language. One of the approaches to reach the learning goal is to provide students with tasks to work out. Task is a piece of work undertaken for oneself or for others, freely or for some reward, such as painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between [1].

Whatever are the terms of goal proposed to respond to why language learning is undertaken, such as competence - performance, langue - parole, pragmalinguistics-sociopragmatics, or accuracy – fluency [2], [3], [4], [5], they are just the purpose of most of English language class, especially for English as second language (ESL) or English as a foreign language (EFL) classes. In the learning, students should basically be introduced with relevant context in which the form or language is used. Thus, learning should be empowered so that students are able to express what they want to express and not merely produce grammatically correct sentences [6], [7]. It will be able to trigger them to negotiate meanings, to modify, as well as to re-paraphrase something [8], apart from other salient benefit to achieve, such as