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Gede Ginaya <ginaya@pnb.ac.id>
to tpls

Mon, Nov 7, 2022, 6:01 AM

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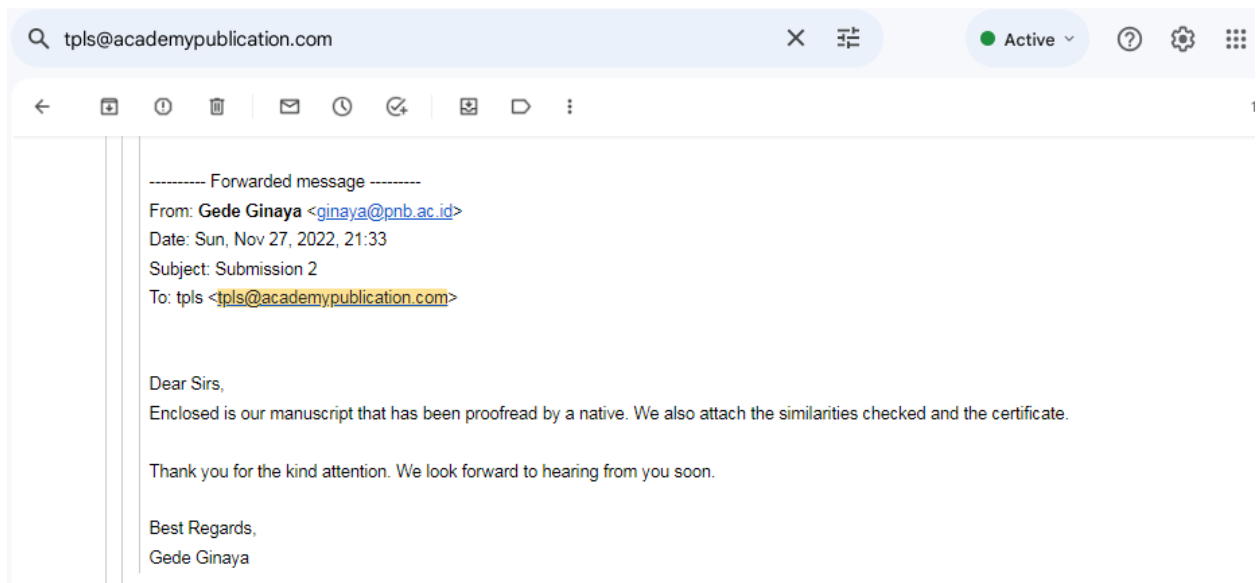
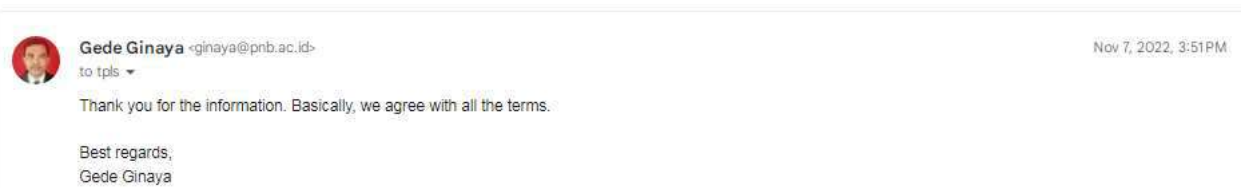
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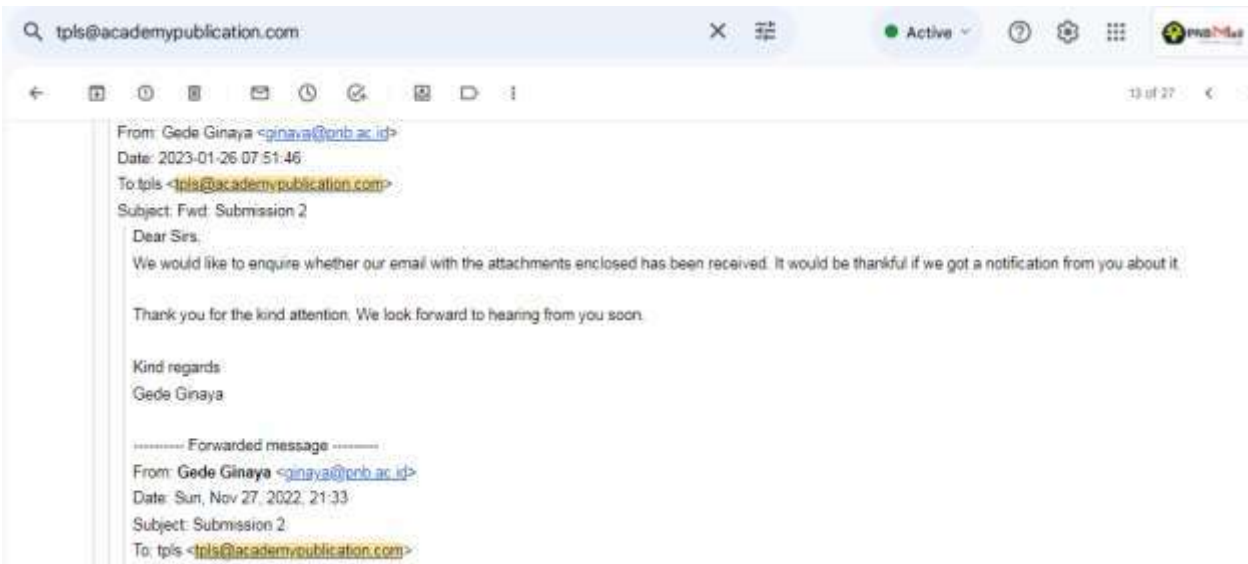
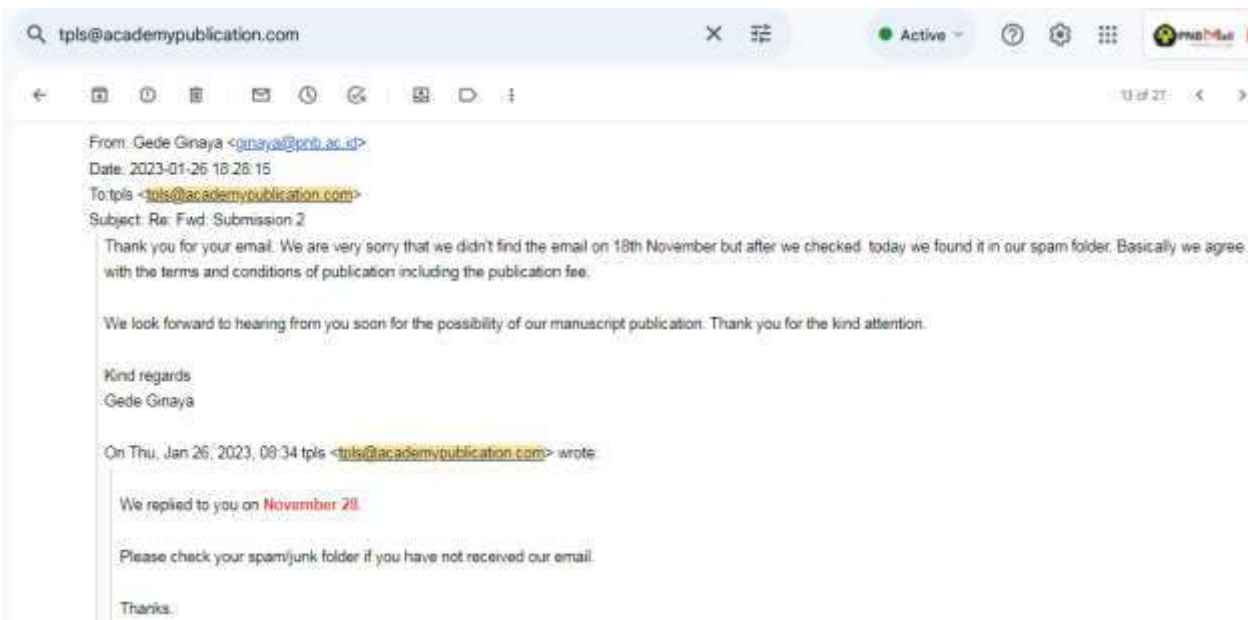
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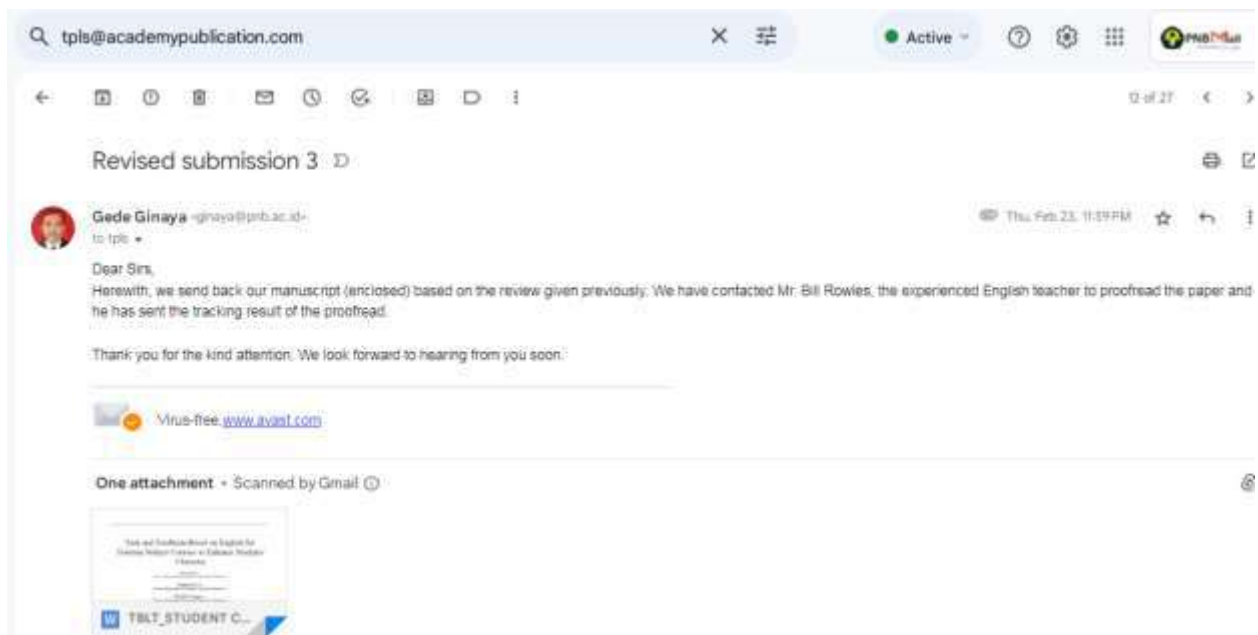
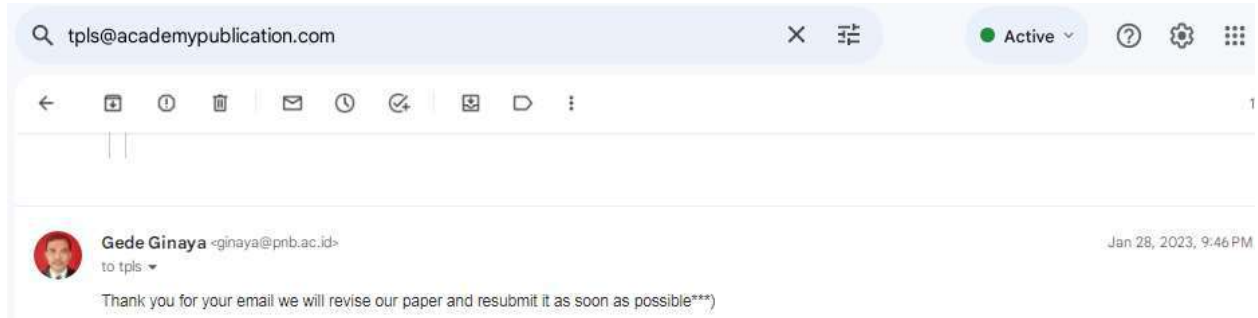
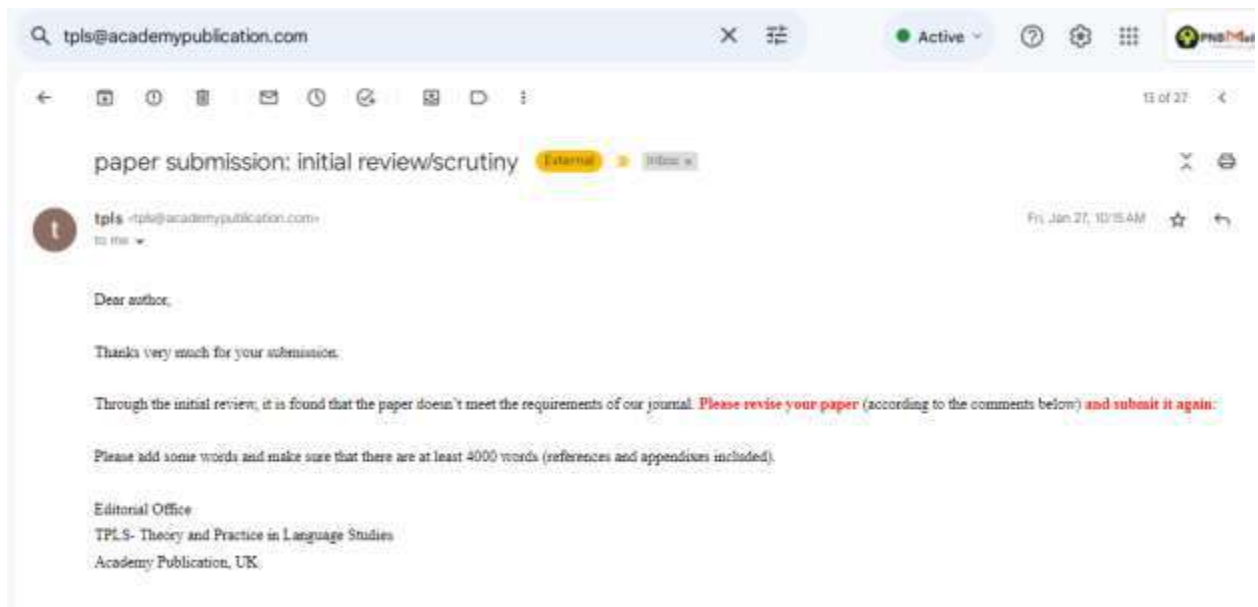
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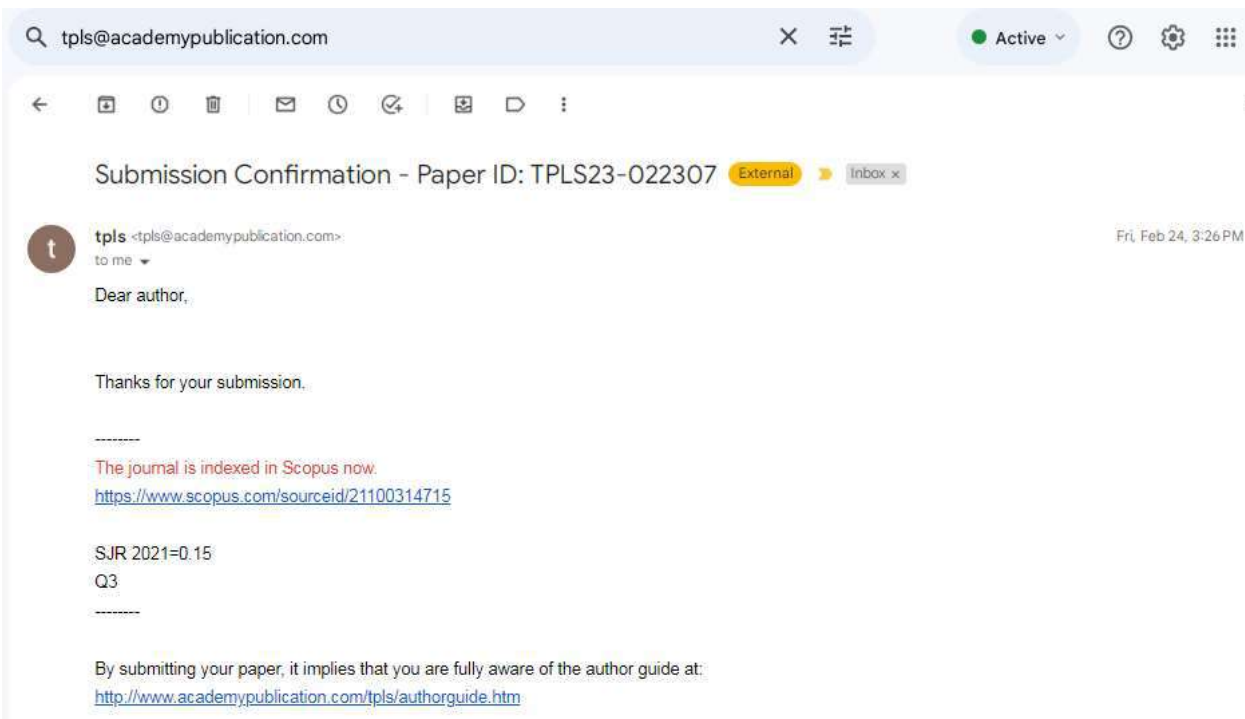
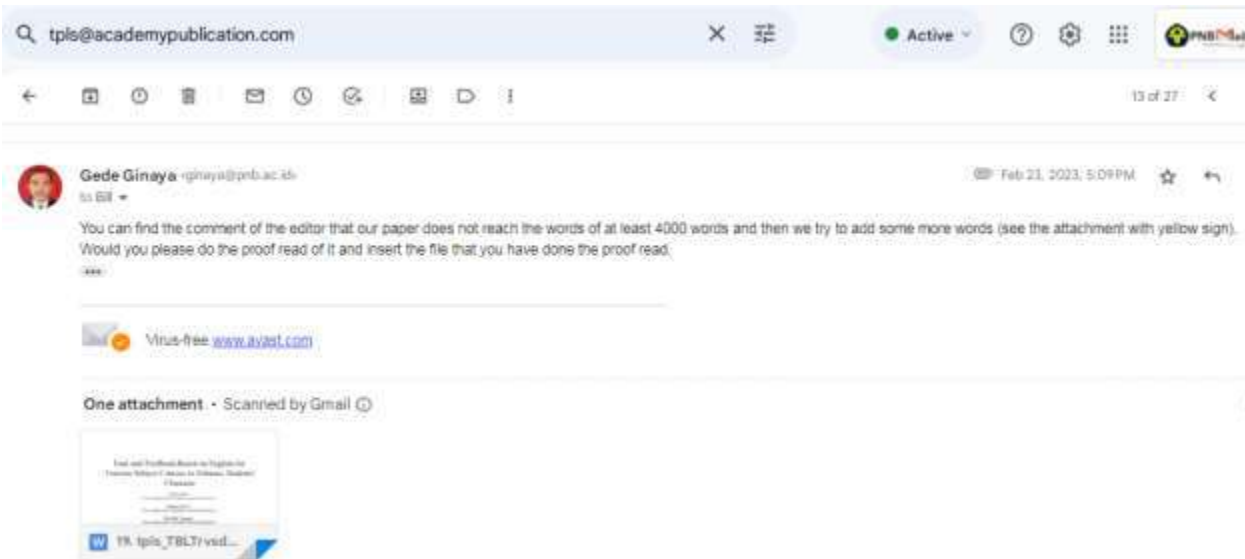
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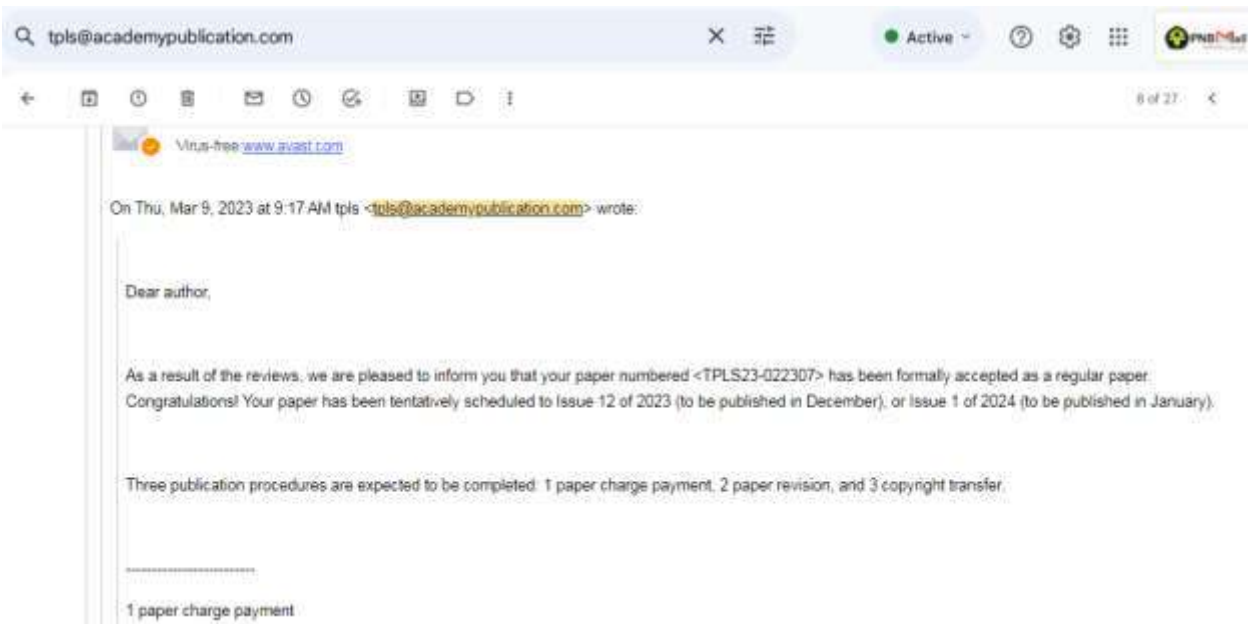
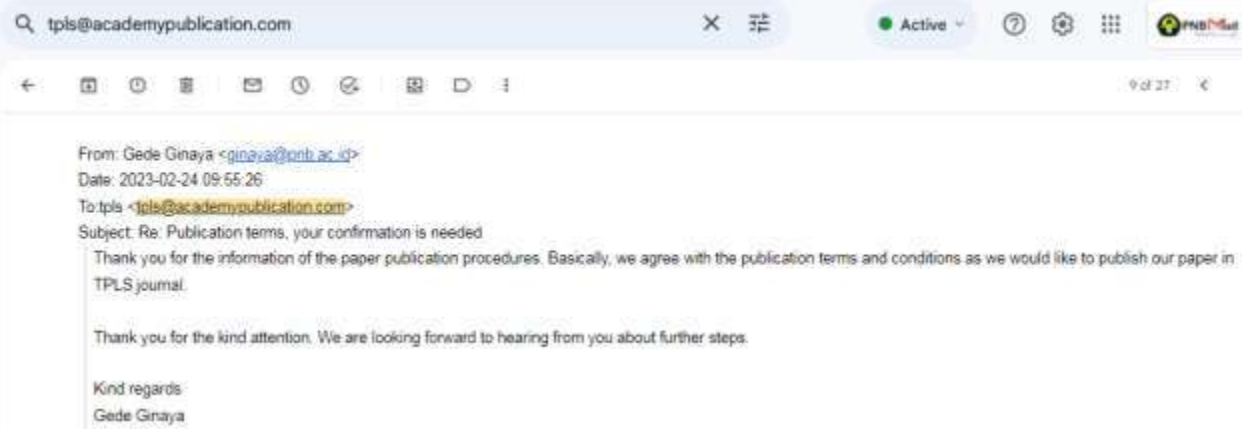
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8 of 21

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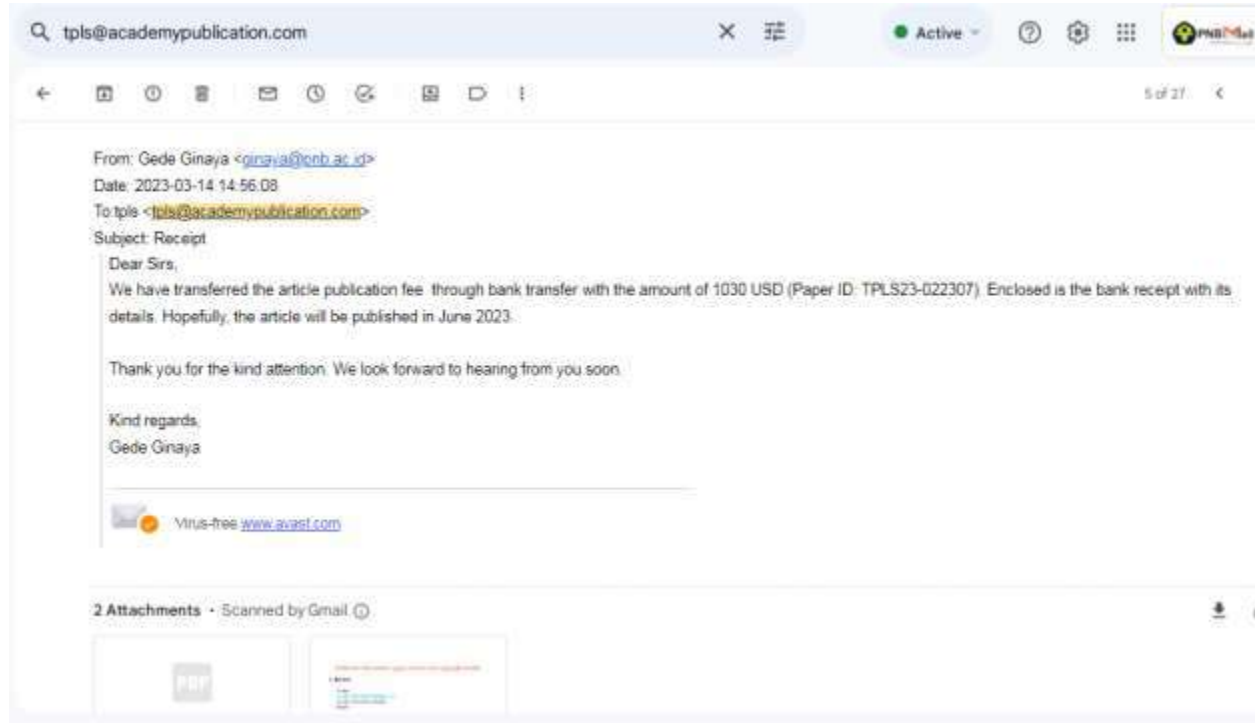
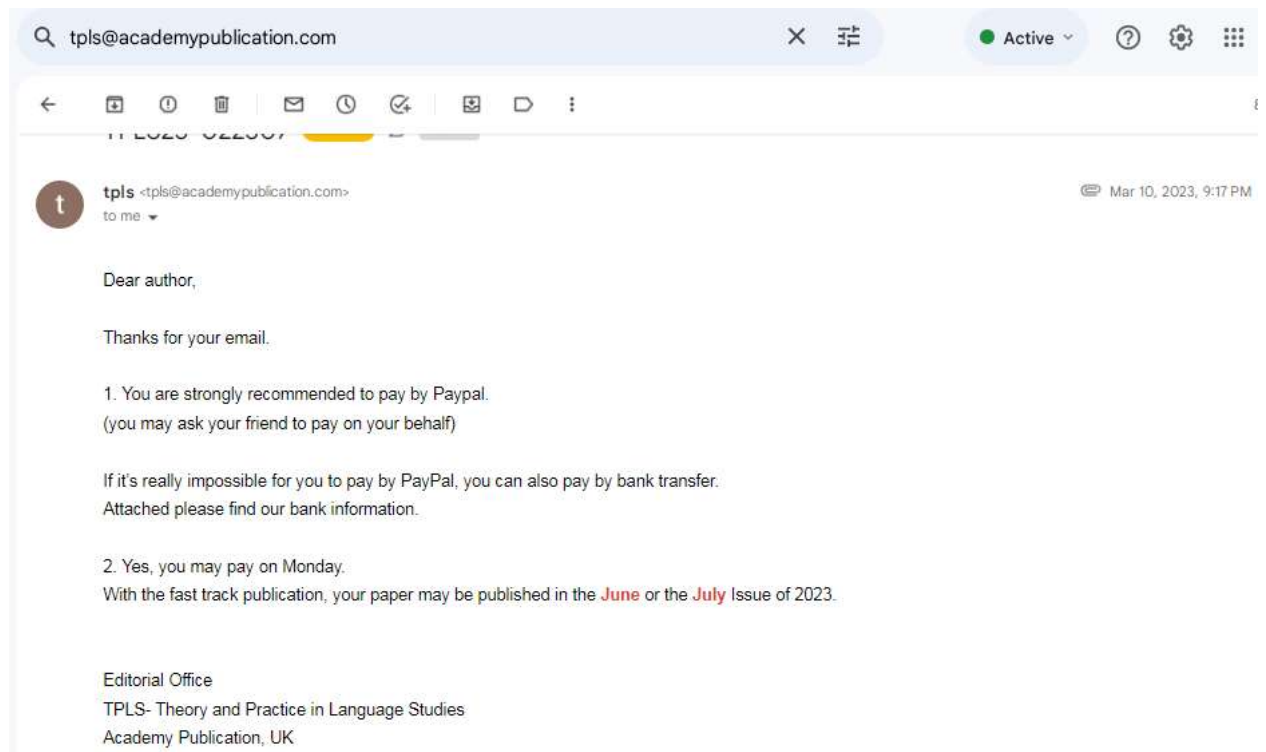
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Mar 14, 2023, 6:28 PM ☆

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Mar 14, 2023, 6:33 PM ☆

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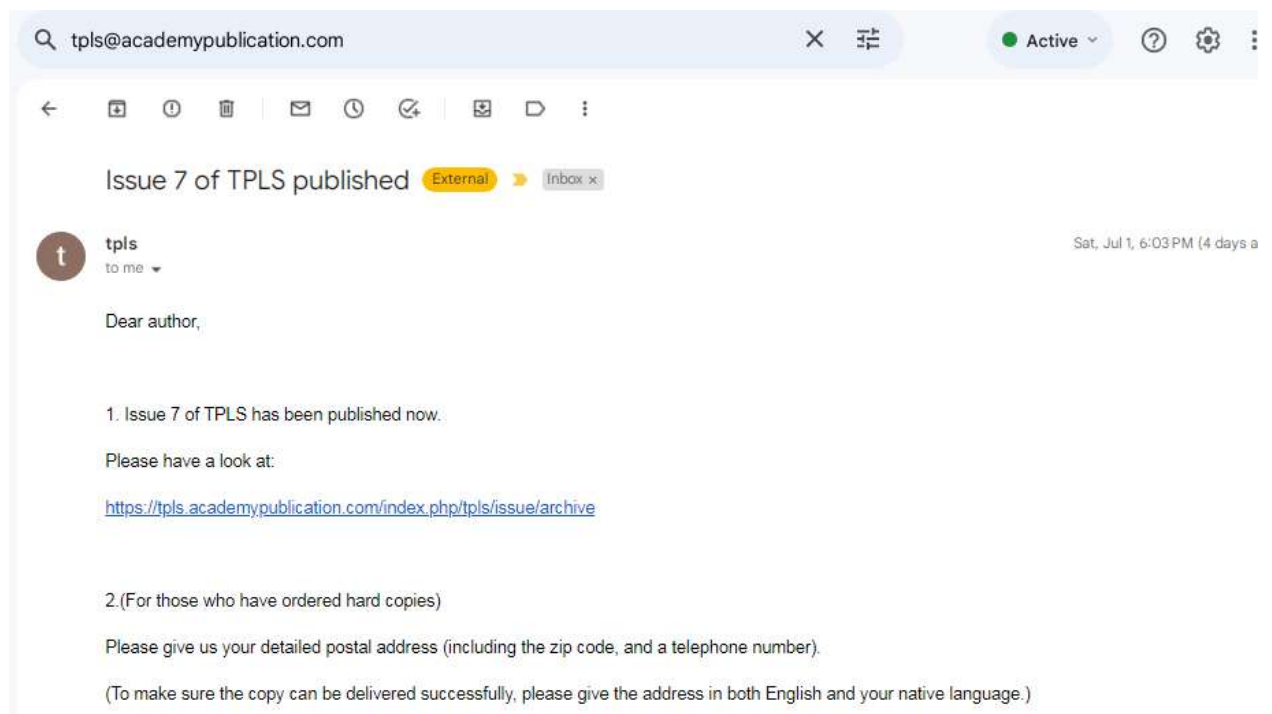
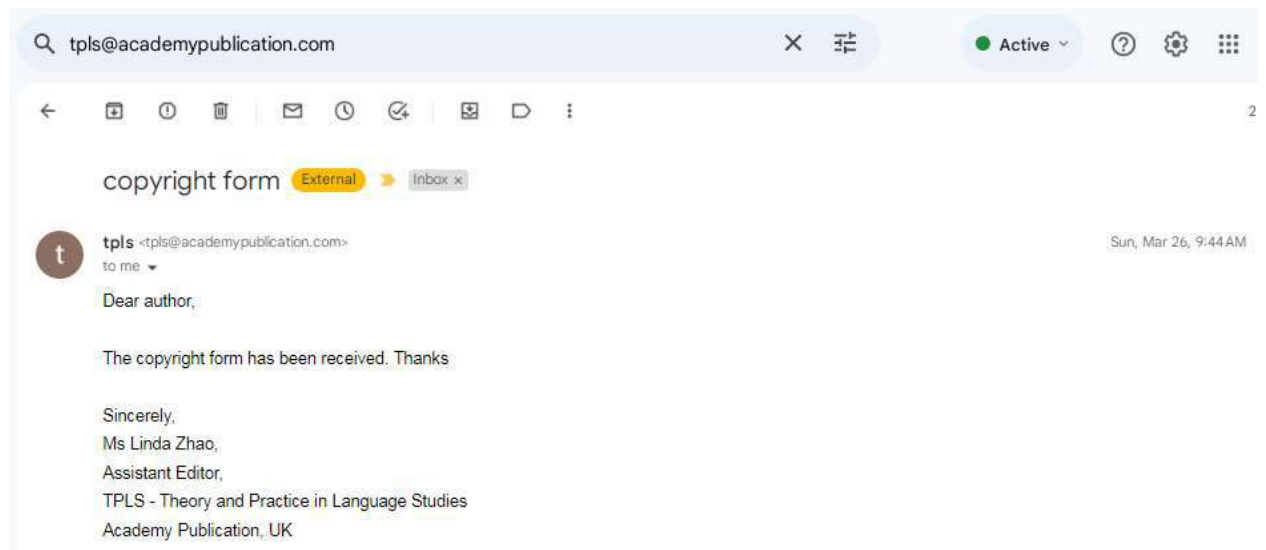


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Task and Feedback-Based on English for Tourism Subject Courses to Enhance Student's Character ?

This study aims to **identify an overview** of students' perception of the task model given by teachers in English classes ?

... to provide a regular, concise, and clear picture of a **symptom** or event. ?

have a sufficient vocabulary to communicate effectively **in different occasion**

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Task and Feedback-Based on English for Tourism Subject Courses to Enhance Student's Character

Gede Ginaya^{1*}

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Abstract— Task-based English learning is an essential consideration for strengthening students' character. Nevertheless, not many teachers make the task essential to the learning process. The tasks given to students must consider the situation of the condition and the student's psychological state. Tasks can be in the form of homework as individuals or groups. This study aims to identify an overview of students' perception of the task model given by teachers in English classes and their feedback. The research was conducted at Tourism Department, Politeknik Negeri Bali. The data were obtained from 116 students who learnt English for Tourism subject courses using a questionnaire. Data analysis used descriptive statistics with stages of collecting, compiling, processing, presenting, and analyzing numerical data to provide a regular, concise, and clear picture of a symptom or event. The results show that students' perceptions varied with the tasks given. There was a tendency to one type of task, and almost all students considered that the teacher did not always give feedback on the task given. It was concluded that each individual showed different response patterns in exploring foreign languages.

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

I. INTRODUCTION

As one of the criteria for a country's success, mastering English language is crucial. English has been applied as the international language, not only for daily communication, but also for global business interaction (Nova & Koerniawaty, 2021). It would be simpler to maximize the potential of the younger generation if they could speak English well. Education professionals are still investigating and developing various English learning methodologies nowadays. Vocabulary classes might be a good place to start learning English. Displaying picture recognition technology to text can be used to create learning materials for vocabulary acquisition (Durongbhandhu & Suwanasilp, 2021). There is a misconception that learning may be distinguished from confusion even in English learning (Christiansen & Aungamuthu, 2012). The capacity to communicate both orally and in writing is necessary to fulfill the purpose of learning English so that students have a sufficient vocabulary to communicate effectively in different occasion (Jiménez et al, 2015).

How the environment supports the learning and teaching process in higher vocational education is an equally important aspect taken into account in language learning growth (Roos et al., 2021). This is supported by Brewer & Comyn (2015), Hiim (2014) and Mouzakitis (2010) in Skarpaas & Hellekjær (2021) that vocational competence requires the students to have solid general knowledge and skills to handle personal and societal demands especially in their future vocation(s). Vocational is believed to be different from occupational that teachers and learners need to

learn not only specific disciplinary knowledge, but also a specialist discourse (Muliyah & Aminatun, 2020). Furthermore, English for Specific Purpose (ESP) itself is defined to meet exact needs of the learners that is to make use of fundamental methodology and activities of the discipline it serves, and it is centered on the language applicable to these activities in terms of grammar, terminology, register, study skill, speech and genre (Dudley in Muliyah & Aminatun, 2020). It is considered to be a separate activity within English Language Teaching (ELT) and part of a more general language teaching movement which focuses not only on the teaching of English but also on the practices (Dudley-Evans & St. John in Liljedahl, 2008).

Another crucial factor is task-based English instruction. Young adult learners in higher vocational education, unlike their younger counterparts, tend to display in their goals and reasons for tackling a second language, as well as a foreign language (Getie, 2020). The assignments consider the circumstances and the psychological state of the learner. Assignments may be given to groups, individuals, or as homework. Warming up, planning, speaking practice, task presentation, error correction, and feedback are a few processes that can be practiced in speaking classes (Al-Sobhi & Preece, 2018). Writing projects are crucial in the curriculum since writing is a difficult process that involves a number of aspects and is one of the fundamental abilities for students in English (Rao, 2019). Indicators of teacher performance are also connected to how satisfied students are with their performance on tests, assignments, and evaluation processes (Rajabalee, Y. B., & Santally, 2021). Some innovative methods, like flipped learning, can enhance active learning for students in doing assignments either during the class activities or take-home tasks. A study also revealed a connection between the grammatical category and the task's stress; for instance, the straightforward distinction between verbs and nouns in a language can result in stress from English tests (Berg et al, 2020). Feedback and task discussion go hand in hand. On computer-mediated writing activities, feedback can be provided directly or online, and teachers can send notes or corrected feedback to students right away (Arroyo & Yilmaz, 2018). Besides, feedback can also be gained through an automated writing evaluation program (Nova, 2018).

However, feedback in English instruction must consider the cognitive aspects of pupils, including offering tasks like homework and making the task a group or individual activity. A module contributes to the process of receiving constructive criticism and developing professionally while also serving as a reflection (Consoli & Dikilitaş, 2021). To improve writing abilities, feedback is also crucial, and students often observe their teachers' comments and their advantages (Baharom & Shaari, 2022). Regarding the assignment of writing specifically in a particular field, instructor's feedback will be greatly valued and become crucial in the level of coherent organizational structure. In addition, it is urgently necessary to convey this feedback in relation to the use of appropriate linguistic elements, such as vocabulary choices and pedagogical grammar (Kartakusumah et al., 2022). Furthermore, there are numerous programs that can facilitate open, honest communication between professors and students, including ones that can help students develop their attitudes toward English learning patterns and can offer both positive and negative feedback (Aloka, 2022).

Providing competent English instruction in accordance with concepts and methodologies is sufficient, children's cognitive growth must also be considered. How positive values may be incorporated into learning so that learners' character can be strengthened is also one of the considerations. A person with character is someone who possesses certain admirable moral virtues as character is a collection of principles that underpin the ideas, attitudes, and actions demonstrated by good tendencies (Defitrika & Mahmudah, 2021). Even some learning can incorporate the idea of local wisdom to foresee diverse outside impacts (Apriani & Suwandi., 2017). A strong character is also necessary for people since it affects how they behave in their personal, social, and political lives (Nur et al., 2020). Of certainly, it will positively affect the process of knowledge and skill acquisition.

To develop character-perspective English learning, it is crucial to have strong language abilities as well as a superior mind and character. This study also touched on the importance of a strong character education for students. Another essential component that might enable someone to think and act with purpose and have traits that mirror their habits is character education (Hasanah & Deiniatur, 2020). Honesty, tolerance, democracy, helping, and a love of peace are just a few of the humanist principles that make up the majority of the 18-character values that the Ministry of National Education identified as forming the foundation of the character education system (Usadiati & Norahmi, 2019). Due to the state of Indonesia currently, it is regarded as the most highly retaining value of learners in national education system.

Additionally, they are all values that place a high priority on treating one another with respect. Because it only emphasizes human values and standards, treating others kindly, and has little to do with divinity. Furthermore, it will obstruct the access to God. Another issue is the belief that religion is not a basic means to become a decent person, particularly in a pluralistic nation. How do students view the task model that teachers provide in the classroom or outside of it, and what can be done to create a constructive feedback process? This study sets out to determine students' perceptions of the task model teachers in English classes as well as their feedback.

II. METHODOLOGY

From the three study programs of Tourism Department Politeknik Negeri Bali, the research was carried out in Travel and Tour Operation, Hospitality, and Tourism Business Management Study Programs. The quantitative descriptive technique was used in this study in which 116 students from the three different study programs provided the research

data. The sampling process is tailored to the permits received based on the distribution of study programs. Purposive sampling is used in sampling procedures, under the following steps: 1) focusing on the locus of the study in each study program, 2) selecting respondents in conjunction with the study program, and 3) using teaching as a method of offline data retrieval. A questionnaire with a Likert scale was used by the informant to distribute the questionnaire to the respondent during offline learning. Based on the findings of focus groups with other English teachers, the respondents completed questionnaire about their perceptions of the task model and their teachers' responses. Alternative responses can be provided by providing a score statement with alternatives, as in table 1.

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 with stages of gathering, compiling, processing, presenting, and interpreting numerical data. When analyzing data, quantitative methods are used first, followed by qualitative analysis utilizing a case study approach to thoroughly examine a specific instance or social phenomena to understand its context, conditions, and interactions with other factors. This study describes how feedback is offered to students and how they perceive or feel about the task model presented by teachers inside or outside the classroom.

III. RESULT AND DISCUSSION

A. Result

This study aims to determine students' perceptions or opinions of the task model given by the teacher. The results showed that respondents' perceptions of the distribution of questionnaire results were based on indicators, namely, tasks done individually, tasks done in groups, and tasks done at home. For example, here are the results of students' perceptions of the task given by the teacher in figure 1.

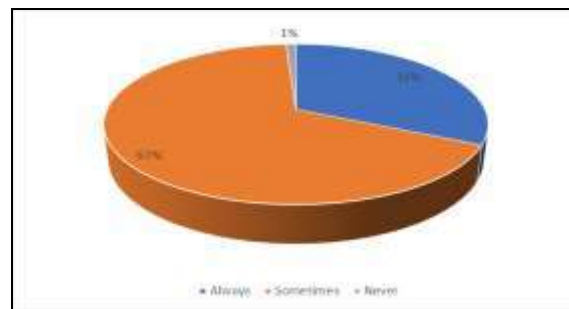


Figure 1. An Overview of the Perception of Tasks Done as Homework

The chart shows that 32% of students think that the teachers always give assignments as one of the works that must be completed. Then 67% of students think that sometimes the teachers give assignments in the form of homework. Then only 1% think that teachers do not give assignments in the form of homework. So, it turns out that teachers do not always give assignments at home to students.

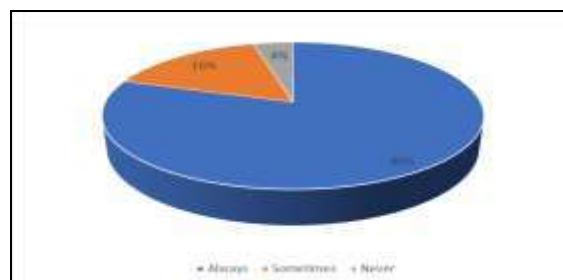


Figure 2. An Overview of the Perception of Tasks Assigned Individually

The data presented on Figure 2 shows that 80% of students think the same teachers always give assignments in the form of individual tasks. Then 16% believe that sometimes teachers give individual tasks. The remaining 4% stated that

teachers never give assignments individually. In this case, students have the opinion more often to carry out tasks individually than in groups.

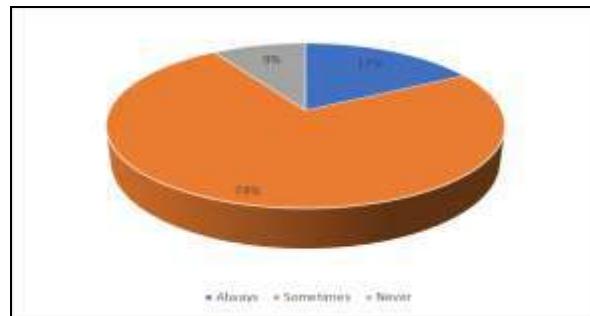


Figure 3. An Overview of the Perception of Tasks Given in Groups

The chart in Figure 3 illustrates that 17% of students think that the assignments given are always in the form of a group, while 73% believe sometimes teachers give assignments in groups. Then, only 9% believe that teachers never give group tasks to learning. Thus, in the learning process, it is seen that teachers do not always give tasks in groups.

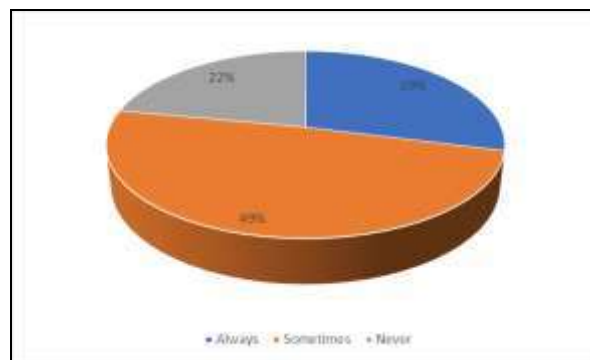


Figure 4. An Overview of Perception of Teacher Writing Feedback on Assignment

From Figure 4, it can be seen that 29% of students think the teachers always write comments on the assigned tasks. Then 49% stated that teachers sometimes comment on the task sheet. Meanwhile, 22% believe that teachers rarely comment on the task sheet.

IV. DISCUSSION

Homework is one way to provide additional tasks to students in Learning English. Implementing tasks in groups and individuals can accommodate different students' abilities to absorb the learning process. Many task models can be given and will need teacher's creativity in developing these tasks in the future. With the variety of tasks given, providing homework can benefit in three aspects, including broaden knowledge, sharpen skills, and inculcate values (Azizah, 2018). Through writing homework, the English teachers can provide detailed comments which can help the students gain better performance on English test (Latif, et al., 2022). Besides, a semester assignment where students have weekly writing assignments to write about what they have learned in class during the week can involve the ability of imagination (Manalo et al., 2019) and, of course, will unwittingly sharpen their creativity. On the other hand, providing listening homework in metacognitive intervention could boost students' motivation in practicing their listening skill and boost their confidence on listening comprehension (Bozorgian Muhammadpour, & Mahmoudi, 2022). Homework assignments are communication between students and teachers, especially in English learning, where students get little exposure to English outside the classroom. Thus, exploring homework more optimally will provide ample learning opportunities for students (Khonamri & Pavlikova, 2020).

Profoundly, positive impact on students' learning achievement could only be gained if the teacher could provide a proper homework (Khonamri & Pavlikova, 2020). Teaching English is constantly changing and suitable to meet the needs of learners. Similarly, providing homework should also be in line on students' interest and usefulness (Suárez, et al., 2019). There are two models of giving homework to students through the traditional teaching process. Some classroom activities are dedicated to homework, and students build their knowledge at home. Then the tasks carried out in the classroom are encouraged to improve critical thinking skills in language learning and acquisition (Yavuz & Ozdemir, 2019). Flexibility should be considered, not needing to give homework too often, providing more creative

stimulus such as allowing images in homework task reports, and then being able to share homework reports in class. In addition, the fewer homework given, the fewer burden that the students get in accomplishing the homework (Liao, 2022).

The data shows that individual tasks become dominant in English classes. Differences in individual achievement in learning English usually involve auditory aspects, so continuous auditory practice can help facilitate language learning in some individuals (Kachlicka et al., 2019). Differences in individual abilities affect each input in learning; therefore, varied learning inputs such as games and social media will undoubtedly make the classroom interactive and hone all language production components (De Wilde et al., 2020). Although the level and type of learning activity are broad and in line with other contexts, some students are happy with learning instruction with an entertainment model rather than formal instruction, which will give rise to a positive attitude toward learning (Lamb & Arisandy, 2020). It is necessary to consider individual learning differences so that media development as a resource and potential tool, either conventional or digital, can dynamically adjust learning instruction to suit each individual. Even a teacher needs to take note of some experiences that allow them to observe firsthand the difficulties and problems that students can have and then see the strengths of each in other forms of literacy.

However, it does not necessarily mean that tasks should be given only as individual assignments. Both individual and group tasks are important in language learning. It has been widely discussed that cooperative group learning enables transformative learning (Janzen, 2021). When utilized, it allows higher learning motivation (Tran, 2019). Compared to traditional group work which disregarded group functioning, cooperative learning emphasizes well-designed instructional models so that it creates interactive learning (Jacobs, et.al., 1997). In cooperative learning setting, students can be given group tasks in which each participant is assigned a role. In fact, it was found that assigning roles to individuals within groups lowered the intensity of students to escape from their task responsibility and improved their participation in the groups (Coggeshall, 2010). Small group task also allows interactions among group members which will benefit classroom interactional competence and contribute to language learning improvement. A study found that members of a small group accomplished diverse pedagogical practices in which group leaders took a teacher's role, while the members tended to perform student's role. Group leaders give instructions, assign turns, emphasize the educational focus, revise, give scaffolded feedback, and define words, whereas other group members comment on nominations, offer suggestions, ask for clarification, and ask for help with the language (Lo, 2017). Other than improving learning outcomes, assigned roles in a student group also build their character in the way that they help each other overcome individual learning difficulties and collaborate to solve problems. Thus, assigning tasks, either individually or in groups, will significantly contribute to increased student learning as long as it accommodates student engagement (Marquette, 2010).

Teacher's feedback is an inseparable part of assigning tasks since it is one of the approaches to monitor students' progress. The majority of the respondents agreed that the teachers constantly, if not always, gave written feedback on their task sheets. Feedback on task should be given for different reasons such as giving enjoyment while showing students' correct answers, motivating students to take part, collaborate, and apply what they have learned, allowing students to learn from their errors, and helping students understand what when wrong (Harizaj and Hajrulla, 2021). There have been various techniques used by teachers to provide feedback to their students' tasks which can be spoken and written. Teachers have the privilege to explore what types of feedback considered effective. In fact, given the situation that learning environment has been continuously changing, for instance from face-to-face learning to distance learning due to the COVID-19 pandemic, being adaptive with learning techniques becomes urgent. One alternative of feedback techniques is the development of automated scoring and feedback systems which can be used as supplementary to teacher's feedback (Taskiran and Goksel, 2021). Combining these two methods has been proven to improve students' learning, especially on their writing tasks.

Ultimately, there have been various opinions from the students at Tourism Department regarding how the tasks were given and whether teacher's feedback was available. It was concluded that each individual showed different response patterns in exploring foreign languages. Teachers should remember that tasks and feedback are given, foremost, to accommodate student learning and engagement.

V. CONCLUSION

Assignments and feedback in English subject courses can improve learners' language skills and character. Tasks given individually and in groups are variations in learning to accommodate differences in student learning models. Character values can be part of the learning process integrated into the primary material. The limitation of this research is not to look deeply at the feedback given by teachers, and future research is expected to explore various kinds of the feedback given by teachers and their benefits.

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

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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 (Muliyah & Aminatun, 2020). According to Dudley in Muliyah 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 & St. John in Liljedahl, 2008).

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, Y. B., 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 & Dikilitaş (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 & Suwandi., 2017). According to Nur 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.

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

A. 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.

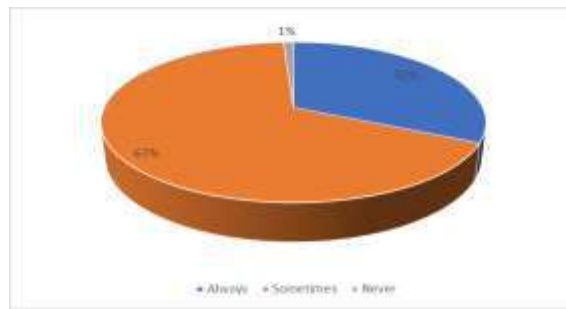


Figure 1. An Overview of the Perception of Tasks Accomplished as Homework

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.

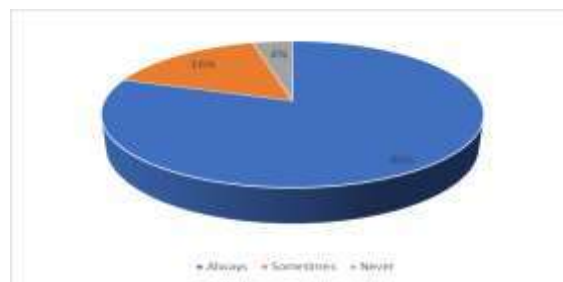


Figure 2. An Overview of the Perception of Tasks Given Individually

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.

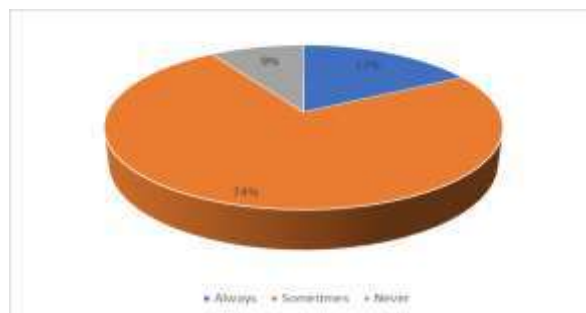


Figure 3. An Overview of the Perception of Tasks Assigned in Groups

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.

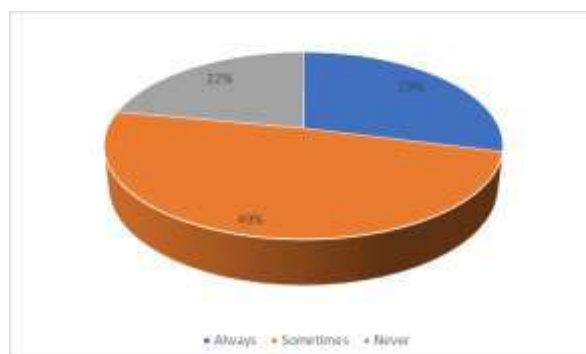


Figure 4. An Overview of Perception of Teacher Writing Feedback on Assignment

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 Muhammadpour, & Mahmoudi, 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 (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 (Marquette, 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 (Harizaj & 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, 2021 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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Task and Feedback-Based on English for Tourism Subject Courses to Enhance Students' Character

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Abstract— Task-based English learning is important because it helps in strengthening students' character. However, it is not all teachers that 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 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 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 rarely comments on their sheets. In conclusion, each individual showed different response patterns while exploring foreign languages.

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

I. INTRODUCTION

English learning is important because it becomes 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 properly speak English. Recently, teachers are investigating and developing different learning methodologies. This makes vocabulary classes to become a good place to start learning English. The study by Durongbhandhu & 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 & Comyn (2015), Hiim (2014), and Mouzakitis (2010) in Skarpaas & 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 (Muliyah & Aminatun, 2020). According to Dudley in Muliyah & Aminatun (2020), English for Specific Purpose (ESP) is the use of language on the fundamental methodology and activities in terms of grammar, terminology, register, study skill, speech, as well as 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 & St. John in Liljedahl, 2008).

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

The way in which assignments are distributed has a significant impact on how pupils develop their character. Students using this method are required to submit their assignments on time and with quality. Additionally, this approach gives kids the freedom to learn wherever they want, as long as they follow the curriculum's goals. This approach of assigning homework can be utilized for both individual and group study. Giving tasks to students is used as a character education strategy to help them develop their personalities, particularly in terms of the importance of independence and responsibility. Responsibility, according to Aziz and Pasaribu (2021), is the attitude and behavior of a person to fulfill their commitments and tasks that should be done to themselves and others. Baber (2021) defines independence as the capacity to make decisions and accept the results of such decisions.

Character education is defined as instruction that fosters in children the cultural values and national character necessary for them to live up to their own standards as individuals, as members of society, and as productive, religious, nationalist, and creative citizens. Character education has a higher significance than moral education, according to Birhan *et al.* (2021), because it teaches more than just what is good and wrong. More than that, character education cultivates virtues so that pupils comprehend, are capable of feeling, and desire good deeds. Even though the foundation of character education is in the family, character education needs to be fostered in schools. A pupil will have good character in the future if they receive strong character education from their families. Many parents, however, are more focused on intellectual intelligence than character education. As a result, character education is necessary in schools to mold children's attitudes and behavior.

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 & Dikilitaş (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 a 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 has to consider the way positive values are incorporated into learning 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 & Suwandi., 2017). According to Nur *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 have 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 to become 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 retaining value of learners due to the Indonesian current state.

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 they only emphasize human standards by treating others kindly and have little to do with divinity. 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 is 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 the 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. 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

A. 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 perform individually, in groups, and at home. Figure 1 indicates the results related to students' perceptions of the task presented by the teacher.

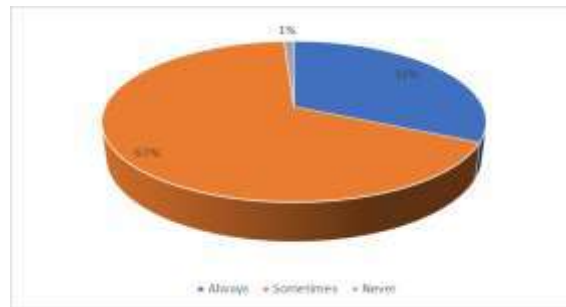


Figure 1. An Overview of the Perception of Tasks Accomplished as Homework

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

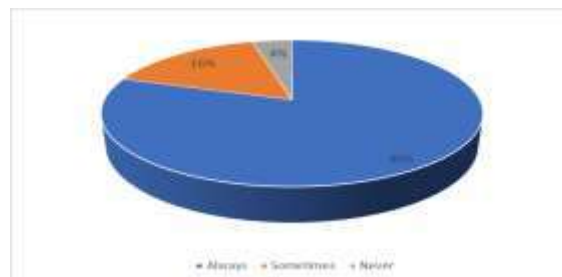


Figure 2. An Overview of the Perception of Tasks Given Individually

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

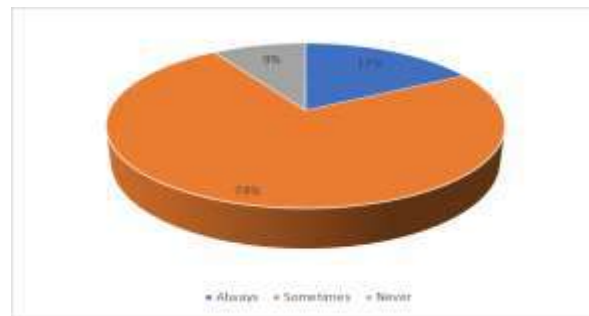


Figure 3. An Overview of the Perception of Tasks Assigned in Groups

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

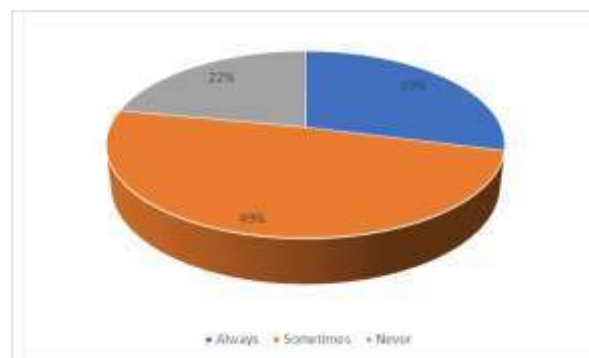


Figure 4. An Overview of Perception of Teacher Writing Feedback on Assignment

Figure 4 indicates that 29%, 49%, and 22% of students consider the teachers always, sometimes, and rarely write comments on the tasks respectively.

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 cause students in the future to need teachers' creativity in conceiving these tasks. 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 on English tests (Latif, *et al.*, 2022). Manalo *et al.* (2019) emphasized that a semester assignment where students note about what is being understood in class during the week can involve the ability to the imagination and unwittingly sharpen their creativity. In metacognitive intervention, homework tends to boost students' motivation and confidence in listening comprehension (Bozorgian Muhammadpour, & Mahmoudi, 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 & 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 children's interests and usefulness (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 burdens to accomplish their assignments (Liao, 2022).

The data collected indicates that individual tasks in English classes become dominant. 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 & 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 (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 (Marquette, 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 docs, 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 student characters will show up. 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 does not show a sense of responsibility or discipline.

The PNB Tourism Travel Business Study Program has really used the e-Learning tool during lectures. 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 rarely comment on their task sheets. Feedback needs to be provided because it shows correct answers, motivates, collaborates, and enables students to apply, as well as learn from their errors (Harizaj and 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, (2021) 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. Accordingly, the limitation of this study is not to examine deeply at the teachers' comments. Further review is hoped to investigate several kinds of feedback as well as their benefits.

Furthermore, 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, particularly in the PNB Tourism Department. 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 country cultural characters. 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.

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Dear Sirs,

Herewith, we re-submit our paper as Mr. Rowles has just sent an additional tracking proofread for the conclusion, which was due to technical error in his doc of word some parts in conclusion were omitted and the file enclosed has been completed. We hope that the previous file can be replaced with the one enclosed.

Thank you for the kind attention. We are looking forward to hearing from you soon.

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

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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 & 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 & Comyn (2015), Hiim (2014), and Mouzakitis (2010) in Skarpaas & 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 in Mulyah & 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 & St. John in Liljedahl, 2008).

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 & 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, Y. B., & 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 & Dikilitaş (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 & Suwandi., 2017). According to Nur *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

A. 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.

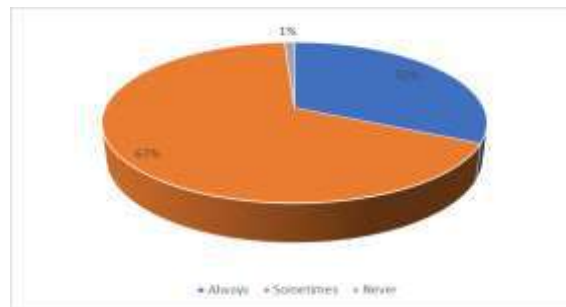


Figure 1. An Overview of the Perception of Tasks Accomplished as Homework

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.

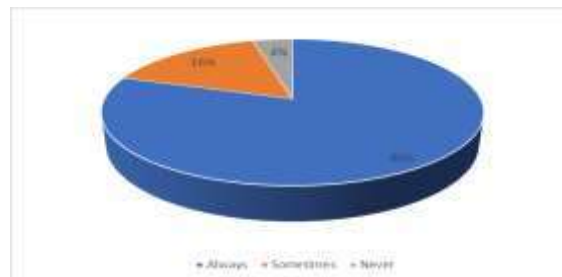


Figure 2. An Overview of the Perception of Tasks Given Individually

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.

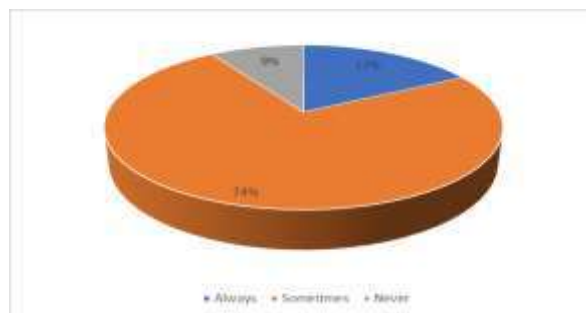


Figure 3. An Overview of the Perception of Tasks Assigned in Groups

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.

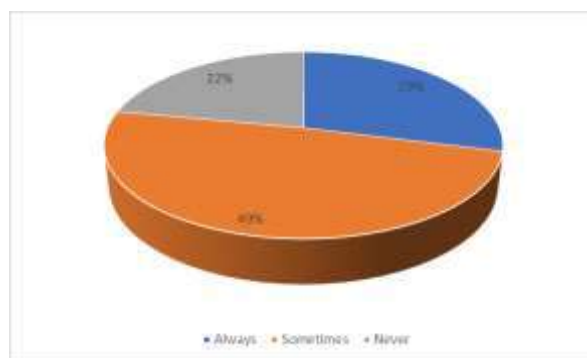


Figure 4. An Overview of Perception of Teacher Writing Feedback on Assignment

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 Muhammadpour, & Mahmoudi, 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 & 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 classe 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 & 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 (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 (Marquette, 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 (Harizaj and 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, 2021) 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.

Furthermore, 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, particularly in the PNB Tourism Department. 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.

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.

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

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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 & 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 & 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 & 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 & 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 & 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 & Dikilitaş (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

A. 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.

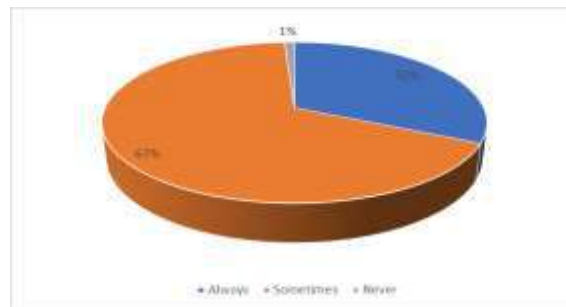


Figure 1. An Overview of the Perception of Tasks Accomplished as Homework

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.

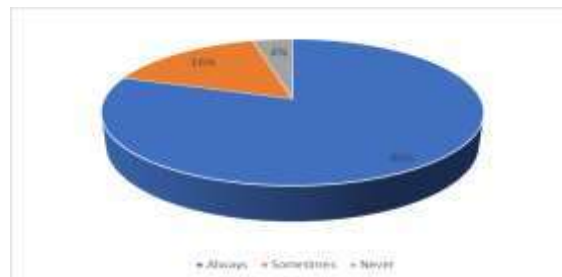


Figure 2. An Overview of the Perception of Tasks Given Individually

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.

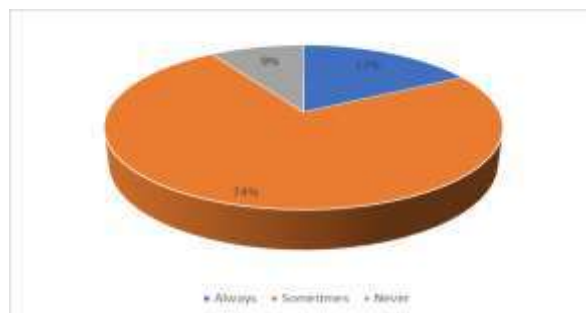


Figure 3. An Overview of the Perception of Tasks Assigned in Groups

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.

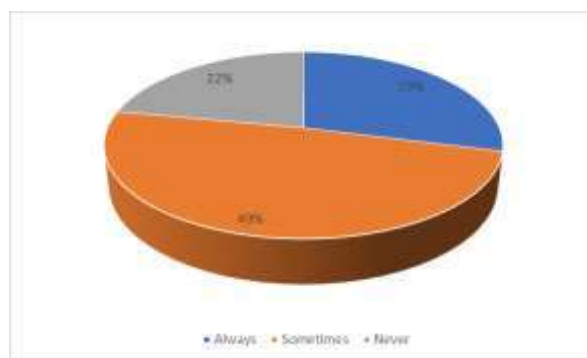


Figure 4. An Overview of Perception of Teacher Writing Feedback on Assignment

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 & 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 & others, 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 & 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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