

# The Effects of Task Based Language Teaching (Tbtl), Organizational Culture & Effective Feedback Towards the Successfulness of Tourism Industry of Cirebon Town: A Study in Kacirebonan Palace Tour Guide Companies

<sup>1</sup>Padjajaran University<sup>3</sup>, Yan Hardiansyah<sup>1</sup>, Toni Ari Wibowo<sup>2</sup>, Dadang Dally<sup>3</sup>

***Abstract:** The English language skills of tour guides in a tourist destination are the language skills that should now be owned by tour guides where they must be able to deal with visitors both from within and outside the country. This can be seen from how the tour guides explain the historical background, things surrounding the places, even giving directions. This research investigates the English language ability of local tour guides, environment factors and organizational culture factors affect the successfulness of tourism industry at the Cirebon Town one of the tourist destinations. This research proved that due to the lack of learning to speak English; confident when explaining information to visitors in English; proper use of words in English would affect the tourism industry in the town of Cirebon. This research also found the Effective Feedback (EF) perspective and Organizational Culture (OC) perspective affects the successfulness of tourism industry in Cirebon Town.*

*Key words:* Task Base Language Teaching (TBLT), Organizational Culture

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## I. INTRODUCTION

### 1.1 Background

The English language skills of tour guides in a tourist destination are the language skills that should now be owned by tour guides where they must be able to deal with visitors both from within and outside the country. This can be seen from how the tour guides explain the historical background, things surrounding the places, even giving directions. The author sees the survey results that the English language ability of local tour guides, especially the Kacirebonan palace as one of the tourist destinations is still weak. That is due to the lack of learning to speak English; confident when explaining information to visitors in English; proper use of words in English.

One of the efforts to improve the English language skills by the tour guide at Kacirebonan Palace is through the application of Task Based Language Teaching (TBLT). This needs to be done in order to provide opportunities for tour

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<sup>1</sup> (Yanhardiansyah@Poltekparprima.Ac.Id)  
(Toni@Poltekparprima.Ac.Id)  
Dadang.Dally@Widyatama.Ac.Id  
Politeknik Pariwisata Prima Internasionall

guides to learn and improve their ability to speak English, including by conducting English language learning in accordance with the objectives of the tour guide or called English Specific Purposes

Task Based Language Teaching only acts as an approach to the activities of tour guides so that they are expected to be able to practice their independence in learning to speak English so that the use of proper English and English-speaking habits can also increase the confidence of the tour guide.

### **1.2 Problem Formulation**

The formulations of the problems that will be highlighted in the study are:

- a. The TBLT usage by tour guide at Kacirebonan Palace towards the tourism industry in Cirebon
- b. The effect of the effective feedback towards the tourism industry in Cirebon.
- c. The effect of the organizational culture towards the tourism industry in Cirebon.

### **1.3 Research Objectives**

The purpose of this research is

- a. To investigate the effectiveness of TBLT towards the tour guides for their speaking skills.
- b. To investigate the effectiveness of effective feedback and organizational culture towards the tourism industry.

## **II. LITERATURE REVIEW**

Attractions can attract tourists to a location. Facilities meet the needs of tourists as long as they live a place far from home. Infrastructure and transportation are needed so that a destination for tourists. Usually they are attracted to a location because of certain characteristics. The characteristics that attract tourists are: Natural condition, which is safe is still natural. So that tourists feel at home and feel comfortable. Another characteristic is the climate and weather. First the tourists see or know the climate and weather of a place or area that will be their visit, so they can know what the climate and weather are like before they visit the place or area. The next characteristic that can attract tourists is Culture if tourists visit a tourist spot then one of the things they want to see and learn from the area is its culture so that tourists feel impressed and gain knowledge about a culture.

A tourist attraction is something that has a uniqueness, beauty and value in the form of diversity of natural, cultural wealth A tourist attraction is something that has a uniqueness, beauty and value in the form of diversity of natural wealth, culture and man-made products that are targeted or visited by tourists. Regional tourism destinations, hereinafter referred to as tourism destinations, are geographical areas within one or more administrative regions in which there are tourist attractions, public facilities, accessibility, and communities that are interrelated and complement the realization of tourism. Tourism business is a business that provides goods and or services to meet the needs of tourists and the organization of tourism. A tourism entrepreneur is a person or group of people who carry out tourism business activities. The tourism industry is a collection of tourism businesses that are interrelated in the context of producing goods and / or services for meeting the needs of tourists and organizing tourism.

The communication skills between the tourist guide and the tourist is deemed as critical and important factors for the growth of the tourism industry. The Basic English communication is vital in order to explain to the tourist on the uniqueness of a place. Thus, in order to achieve the better performance in the travel agencies, the tourist guide must be provided with better training and development in order to increase the level of their performance. The tourist guide is seen as an “ambassador” to the tourists and therefore, the good image and the good communication skills are important in maintaining a better business relationship with the tourists.

**2.1 Task Based Language Teaching (TBLT)**

a. Task-based are taken into consideration by some researchers focus on speaking skills in which it effectively gets English studied by language learners and give opportunities to assist them to arrange proper words or sentences' well-formed 'and practice how to utter the words correctly' meaningful 'while they are performing tasks provided and instructed by their teachers (Hardiansyah: 2016).

b. Razaei, Boroghani, & Rahimi (2013: 283) state some researchers in the field assert that learners' success in performing different tasks is influenced by different cognitive styles.

c. Based on Waer (2009: 118) revealed his analysis of how role-playing tasks could be a good chance to practice language meaningfully and how students' involvement in real play could facilitate a learning opportunity when the focus was on meaning.

d. McDonough & Chaikitmongkol (2007: 108) proponents of task-based language teaching have argued that it is an ideal medium for implementing focus on form, a methodological principle in which learners' attention is drawn to form in the context of meaning.

e. Willis (1996: 35-36) describes nine objectives in task-based learning that have to be taken into consideration by the language teachers:

1. To give learner's confidence in trying out whatever language they know;
2. To give learners experience of spontaneous interaction;
3. To give learners the chance to benefit from noticing how others express similar meanings;
4. To give learners chances for negotiating turns to speak;
5. To engage learners in using language purposefully and cooperatively;
6. To make learners participate in a complete interaction, not just one-off sentences;
7. To give learners chances to try out communication strategies; and
8. To develop learners' confidence that they can achieve communicative goals.

**2.2 Theory of Speaking**

a. Celce-Murcia (2001: 103) asserts speaking is the most basic means of human communication. Indeed, it is also an essential part in teaching English as a Foreign Language (EFL) both for English teachers and students.

b. Harmer (2007: 123) states about 3 main reasons for getting students to speak in the classroom. Firstly, speaking activities provide physical opportunities. Secondly, speaking tasks used by students provide feedback for both teacher and students. Third, the students have opportunities to activate the various elements of language they have stored in their brain.

c. Thornbury (2005: 72) says that transactional conversation is a talk whose purpose it is to achieve the exchange of good or information.

**Rating Scale of Speaking Test**

Scale	Indicators
<b>I</b>	<b>Fluency</b>
1	Speaks little and repeats most of the time.
2	Speaks slow, hesitant and repeats the speech often.
3	Speaks hesitant and sometimes repeats the speech.

4	Delivers speech naturally and occasional halting for appropriate words or expression.
<b>II Pronunciation</b>	
1	Has unclear pronunciation with too many errors.
2	Has unclear pronunciation with a lot of errors.
3	Has clear pronunciation with some errors.
4	Has clear pronunciation with very few errors.
<b>III Vocabulary</b>	
1	Uses very inappropriate words
2	Uses appropriate but limited words.
3	Uses appropriate but less varied words.
4	Uses appropriate varied words.
<b>IV Grammar Accuracy</b>	
1	Speaks with most grammatical errors.
2	Speaks with a lot of grammatical errors.
3	Speaks with some grammatical errors.
4	Speaks with few grammatical errors.
<b>V Transactional Performance</b>	
1	Does not do transactional conversation
2	Does little transactional conversation
3	Does some transactional conversation
4	Does transactional conversation significantly

**Task Cycle of TBL**

<b>Pre-Task</b>		
Pre-task activities are to explore language should actively involve all learners, give them relevant exposure, and, create interest in doing a task on this topic.		
<b>Task Cycle</b>		
Task	<b>Planning</b>	<b>Report</b>
<b>Student's roles</b>		
They do the task, in pair or small groups.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decide or discovered.	
<b>Teacher's roles</b>		

Teacher monitors and encourages; stops the task when most pairs have finished; comments briefly on content.	Teacher acts as linguistic adviser, giving feedback, helping students to correct, rephrase and/or draft a written report.	Teacher selects some groups to present their reports of the task to the class, orally or in writing.  Teacher acts as chairperson, linking the contributions, summing up.  Teacher gives feedback on content and form, if wished.
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*The source is taken from Willis (1996: 52)*

**METODE PENELITIAN**

**Research Design**

In the research design I use Quasi Experimental Research Design. The design shows as follow:

**Quasi Experimental Research Design**

<b>Task</b>	<b>Teaching Speaking</b>
<b>Transaction</b>	
Participants	Task Based Language Teaching

**III. RESEARCH METHODS**

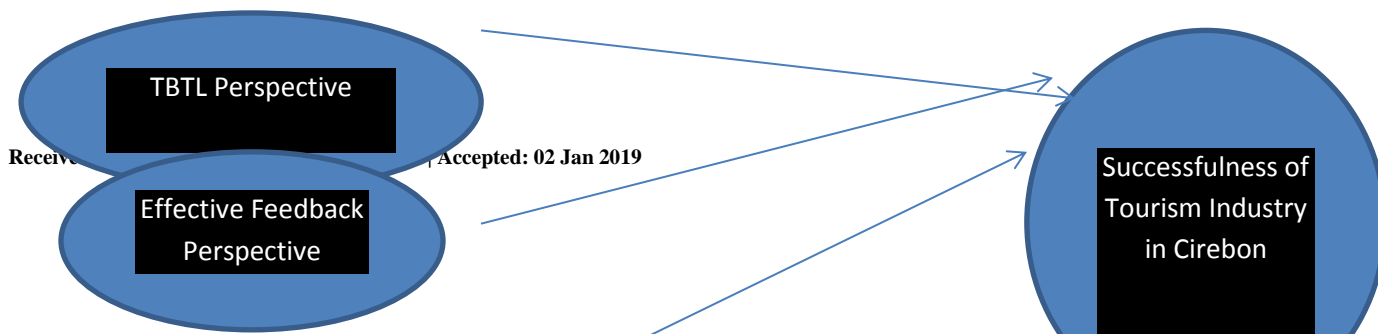
**3.1 Descriptive Research**

The purpose of the study is to provide an overview or description of a situation as clearly as possible without any treatment of the object under study. On this basis, this research was conducted with a descriptive method with a quantitative approach (Ronny Kountur, 108).

In general, descriptive research uses surveys as a method of collecting data. In this study, the authors used a cross-sectional survey. Cross-sectional Survey is a method of collecting data where information is collected only at one particular time (Ronny Kountur, 109). The quantitative descriptive research method is a systematic depiction of a situation as clearly as possible without any treatment of the object under study (Ronny Kountur, 2004: 105).

According to Sugiyono (2012: 23) said quantitative methods because research data in the form of numbers and analysis using statistics. Quantitative methods are used if the problem is a deviation between what should be and what happened, between the rules and the implementation, between theory and practice, between the plan and the implementation.

**Theoretical Framework For this research**





The working hypotheses (Ha):

- 1) H1: The usage of TBLT has a positive significant relationship with the successfulness of tourism industry in Cirebon.
- 2) H2: Effective feedback in learning TBLT has a positive significant relationship with the successfulness of tourism industry in Cirebon.
- 3) H3: Organizational Culture has a positive significant relationship with the Tourism Industry in Cirebon

### 3.3 Type of Data

Quantitative data is types of data used in this study. They dealt with scores on instruments, analyzing statically and numeric scores. In speaking test, there was a way to assess students' performance to see whether the listing and comparing tasks were effective for the students. I not only use t-test to see the effectiveness of TBLT but also questionnaires were used to gain data about students' speaking skill as the preliminary data and feedback in term of the tasks applied in each classroom.

### 3.4 Instruments for Collecting Data

In this study I tend to use several instruments as the aid for measuring, observing, or documenting in the quantiative data. Those instruments were documentation, obeservation, and questionnaire.

## IV. RESULTS

### 4 Reliability Test for This Research

Table 4.1 Cronbach's alpha analysis (Reliability Test)

Questions Category	Cronbach's Alpha	No of Items
Speaking using TBTL	0.702	4
Effective Feedback	0.701	5
Organizational Culture	0.712	19

Source: analysis of data survey

According to Hair et al. (1998), the value of 0.7 is acceptable for the reliability test and therefore, the data in this research has been found as reliable. The reliabilities which is less than 0.6 is being considered as poor and not reliable to be used in social science the research. Thus, all components in TBTL perspective have been found reliable in this research.

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Reliability Test: Mean and Standard Deviation

Table 4.2

Perspectives	Mean	Standard Deviation
TBTL Perspective	2.57	1.00
Effective Feedback Perspective	2.32	1.01
Organizational Culture Perspective	3.22	1.15

Source: analysis of data survey

**Summary of Result of Pearson Correlation Analyses for This Research**

Table 4.4

Variables	R Value	R-Square	F-Statistic	Std Error Estimate	P-value	Conclusion
TBTL Perspective	0.45	0.18	89.32	0.31	<0.001	<b>Significant at p&lt;0.001</b>
Effective Feedback Perspective	0.17	0.03	12.91	0.33	<0.001	<b>Significant at p&lt;0.001</b>
Organizational Culture perspective	0.25	0.06	25.44	0.33	<0.001	<b>Significant at p&lt;0.001</b>

Source: analysis of data survey

Table 4.5 Pearson Correlation Analysis 1

Perspectives	Pearson's R	R <sup>2</sup>	F-statistic	p-value
TBTL Perspective	0.45	0.18	89.32	<0.001
Effective Feedback Perspective	0.17	0.03	12.91	<0.001
Organizational Culture Perspective	0.25	0.06	25.44	<0.001

Source: analysis of data survey

**Result of the Pearson Correlation Analysis (PCA)**

The Pearson Correlation Analysis (PCA) (Refer table 4.4) evaluated the TBTL perspective and found it to be significant with a p value <0.001 and with a Pearson R value of 0.45. Thus, the TBTL perspective was a significant predictor of STI because the R Value was 0.45 and R square was 0.18 with the p value less than 0.001. Hypothesis 1, the relationship between the TBTL perspective and STI in Cirebon was supported in this research.

The Pearson Correlation Analysis (PCA) (Refer table 4.4) evaluated the Effective Feedback perspective and found it to be significant with a p value <0.001 and with a Pearson R value of 0.17. Hypothesis 2, the relationship between the Effective Feedback (EF) perspective and STI in Cirebon was supported in this research.

The Pearson Correlation Analysis (PCA) (Refer table 4.4) evaluated the OC perspective and found it to be significant with a p value <0.001 and with a Pearson R value of 0.25 Hypothesis 3, proved that the relationship between the OC perspective and STI in Cirebon was being supported in this research.

**Table 4.6 Summary of Regression Analysis for This Research**

Variables	R Value	R-Square	$\beta$	Std Error Of Estimate	P-value	Conclusion
TBTL	0.45	0.18	0.143	0.31	<0.001	<b>Significant</b>
Effective Feedback (EF)	0.27	0.03	0.06	0.33	<0.001	<b>Significant</b>
Organizational Culture (OC)	0.35	0.06	0.072	0.33	<0.001	<b>Significant</b>





### ***Result of Standard Regression***

The standard regression indicates that there is relationship between the three independent variables with the dependent variable. The p value for all independent variables is less than 0.01 and proved the significant relationship. The significant value for all independent variables was less than alpha value of 0.05. Hence, the evidence from the result of standard regression proved the positive significant relationship between all independent variables with dependent variable in this research.

### **V. CONCLUSION**

Based on the results, there are several factors that should be taken into consideration by the travel agencies. First, lack of learning English for conversation provided to their tour guide. Second, lack of confidence to explain and describe by speaking English. Third, lack of appropriate English vocabularies. The tour guide are being employed by travel agencies and thus the agencies are responsible to provide appropriate training especially in the English communication courses to enhance the capabilities of the employees. The organizational culture has been found to play an important role in determining the successfulness of the tourism industry in Cirebon.

The main reason for the visitors to visit the places is enjoy the environment by understanding the history and the uniqueness of the place. Thus, it is vital for the foreigners or the visitors to communicate well with the tourist guide. The inefficiency or the lack of communication between the tourist guide and the visitors would give an impact towards the whole industry as a whole. This is because the satisfaction of the tourist would not be maximised due to the limited knowledge about the visited place.

The mastering of communication skills especially English language is critical in ensuring the better performance of the travel agencies. Hence, the learning and growth factors through the performance evaluation must be performed in order to evaluate the overall performance of the individuals (tour guide) and the company (travel agency). The training must be performed to enhance the English communication skills and thus, the travelers or the tourist would have better understanding about the places visited and would admire a place if they know more about it. Hence, the conversation would be more natural between the tourist and tourist guide and thus, would result the increase in customer's level of satisfaction.

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