STUDENTS' PERCEPTION IN USING TASK-BASED INSTRUCTION (TBI) IN TEACHING ENGLISH AT MECHANICAL ENGINEERING STUDENTS OF UKI TORAJA

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Abstrack. The objective of this research is to find out the students' perception in using Task-Based Instruction in Teaching English at Mechanical Engineering Students of UKI Toraja. In analyzing the data of this research, the researcher employed quantitative method. The subjects of this research were the fifth semester students of Mechanical Engineering students of UKI Toraja. To get the respondents, the researcher used incidental sampling. The researcher took 27Students of Mechanical Engineering of UKI Toraja as respondents. The data of this research was collected by questionnaire. It was closed-ended questionnaire. The obtained data were analyzed by using Likert Scale. The questionnaire consists of 10 positive statement and 10 negative statement. The result of the research of Students' Perception in Using Task-Based Instruction (TBI) in Teaching English at Mechanical Engineering Students of UKI Toraja were positive perception. It could be concluded by mean score of students' perception. The mean score of students' perception were 65.19. It was categorised into positive perception because 65.19 ≥ 60.

BACKGROUND

TEFL (Teaching English as a Foreign Language) is the term used to describe both the experience of teaching English abroad, as well as the process of studying to get the qualification to do so. TEFL qualification provides an opportunity to travel the world and earn money in the process. It's also a chance to get or to know a different culture (depending on how many different countries we end up teaching in). In Indonesia, English is the second language. In the industry revolution era of 4.0, everybody should know at least one of the language beside the mother language or fist language in a country. It can make the people have a change in facing the era. English is one of the compulsory subject which available in every section at university like Mechanical Engineering section. The English is very important for Mechanical Engineering because it is one of the purposes of learning to prepare the young generation of Indonesia to compete globally. In the mechanical engineering section, the students need to practice more than theory because they will always facing of the machine. We know that most of the machine in Indonesia is exported from the abroad. That is why English is very important to be learnt at Mechanical Engineering students specially of UKI Toraja.

In teaching English as a foreign language (EFL) like the Mechanical Engineering students of UKI Toraja, the teacher had to know the strategies or methods in teaching the students. In the industry revolution era of 4.0, the teachers also to be professional in teaching students. The teachers have to implement the technology function in classroom so that the teachers only give instruction to the students. One of the method in teaching English as a foreign language is Task-Based Instruction (TBI). In using the method, the students have to do classroom work in pairs or small groups. It can make interaction each others and basiccally the characteristic of the Mechanical Engineering students of UKI Toraja is the solidarity. So the Task-based Instruction (TBI) is the good method to be implemented by English lecturers. Based on the researcher's observation before, this method actually have ever been implemented by English lecturers.

According to Long in Chalak (2015 : 19), Task-Based Instruction as an application of communicative approach is a methodology which focuses on functional tasks and invites the students to use language for real world. It starts with a task-based needs analysis to identify the target tasks for a particular groups of learners – what they need to be able to do in the new language. According to Ellis (2003:1), instructional tasks are important components of the language learning environment, and ''hold a central place'' in the learning process. Among the ways to create this language learning context, Task-Based Instruction (TBI) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the language classroom. Nunan (2004 : 4) claims that tasks should encourage learners to feel the need and strive to complete the activity communicatively. Through tasks, students are provided with a ''purpose'' to use the target language, Lee (2000:30).

In the previous studies, many teachers in Indonesia and in abroad gave perceptions that using Task-based instruction in teaching have a good understandings of task and concepts and a positive attitudes using the method in the classroom. Based on the explanation above, the researcher wants to know how are the students' perception too. Students' perception also is very important because by knowing the perception of students, we can know about the method. That's why the researcher did the research with the entitle: **"students' perception in using task-based instruction (tbi) in teaching english at mechanical engineering students of uki toraja"**.

The researcher identified the objective of the research as follow: To find out the students' perception in using Task-Based Instruction (TBI) in teaching English at Mechanical Engineering students of UKI Toraja. According to Dorathy (2018 : 5) Task-Based Instruction (TBI), also called Task-Based Language Teaching (TBLT), is an approach which offers students the opportunity to actively participate in activities to achieve an outcome or complete a task. According to Kafipour at al (2018:71) Task-based instruction is dissimilar toot her more traditional methods of language teaching. Ellis in Hadi (2013 : 103) TBI is a student-centered approach. It includes certain constituents such as goal, procedure, and specific of result. Richards in Marlina (2014 : 29) to support the use of tasks should fulfill some key characteristics of a task. The characteristics are:

1) It is something that learners do or carry out using their existing language resourcer
2) It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.
3) It involves a focus on meaning.
4) In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

According to Richards and Renandya in Seyyedi and Ismail (2012 : 243), give the following definition:
A task is an activity which learners carry out using their available language resources and leading to a real outcome. Examples of tasks are playing a game, solving a problem or sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase and experimentation, which are thought to lead to successful language development. Richards & Rodgers in Dorathy (2018 : 10-11) recommends the types of tasks as follows:

1. Jigsaw tasks. These tasks involve learners in combining different pieces of information to form a whole.
2. Information gap. Tasks in which one student or of group of students has one set of information and the another student or group has complementary set of information.
3. Problem solving tasks. Students are given a problem and a set of information. They must arrive at a solution to the problem.

4. Decision making tasks. Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation.
5. Opinion exchange tasks. Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

Willis in Pavel (2014 : 7-9) mentions six different types of tasks:
1. Listing tasks
   A listing task seems to be very unimaginative, but in fact a listing task involves a lot of speaking. One learner explains while the other ones listen.
2. Ordering and sorting tasks
   Ordering and sorting tasks involve all kinds of processes that ask learners to rank items to personal or specified criteria.
3. Problem solving tasks
   Problem-solving tasks deal with problems learners are asked to solve. It can not be denied that problem-solving tasks are more demanding upon the learner's intellectual and reasoning powers.
4. Sharing personal experience tasks
   In sharing personal experience tasks, learners are engaged in talking about themselves and sharing their own experiences.
5. Creative tasks
   Creative tasks are often viewed as those projects in which learners, in pairs or groups, are able to create their own imaginative products. Groups might create short stories, art works, videos, magazines, etc

According to Ganta (2015: 27) The strenghts and weaknesses of Task-Based Instruction as follows:
The Strenghts of TBI
a. Task based learning helps learners to interact spontaneously

Learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and there by builds their level of confidence gradually.
b. Automaticity

Automaticity for language learning is defined as a more efficient, more accurate and more stable performance. Task based language learning paves way for automaticity.
c. Task based learning gives language learners opportunity to learn vocabulary.

Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task.
d. Provides essential conditions for language learning

Language learning does not happen without motivation exposure, and opportunities to use the language. Task based language learning encourages learners to use language purposefully and in cooperation.
e. Learn vocabulary.

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purposefully and in cooperation. Learners get a chance to negotiate turns to speak and also try out various communication strategies.

g. Maximises scope for communication

Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently.

h. Experiential learning

Experiential learning is said to form an important conceptual basis for task-based language teaching. The learners' immediate personal experience is taken as the starting point in this approach. It is argued that intellectual growth occurs as learners take part and reflect on the sequences of the tasks. The factors for task difficulty as follows: Cognitive demand, the difficulty in understanding the task, requiring more time or more attention and resources, linguistic demand, it makes vocabulary or structures the learners did not know, one of the characteristic features of a task is that it results in a clear outcome. But many a times it is possible to achieve a successful outcome of a task without actually achieving the aim of task. For instance in t

Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task. Provides essential conditions for language learning. Language learning does not happen without motivation exposure, and opportunities to use the language. Task based language learning encourages learners to use language purposefully and in cooperation. Learners get a chance to negotiate turns to speak and also try out various communication strategies. Task based learning creates conditions which enhance language learning spontaneously. Maximises scope for communication. Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. Experiential learning. Experiential learning is said to form an important conceptual basis for task-based language teaching.

Warga in Widianingsih (2010 : 9) said that perception begin with a stimulus which creates sensation. Warga explained that perceptions are influenced by peoples' past experience. According to Patanduk (2017: 106) Perception is called the core of communication, because if our perceptions are not accurate, we are not likely to communicate effectively. Perception that determines we choose a message and ignore the other message. Perception is the first stage of the formation of an opinion and is linked to experience, expectations and the general impression. Based on the definition above, it can be concluded that perception is the process of stimulus which someone feel toward something based on the experience, expectations and the general impression. According to Priyeti (2010 : 10) there are two kinds of perception:

1) Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively.
2) Negative perception is perception that describes knowledge (known/unknown) and respond object that perceived negatively (not suitable with the object of perception

According to Witting and Gumey in Pai'pinan (2016 : 10) the process of perception are :
1) Object causes stimulus and stimulus affect the respecter organs (physical process)
2) Process in the brain where individual become conscious with he/she receive with the respecter as an effect of stimulus received (physiological process).

Based on the explanation above, the researcher concluded that someone gets a perception by passing two steps namely physical process and physiological process.

RESEARCH METHOD

In this research, the researcher used quantitative method to find out the students' perception in using Task Based Instruction (TBI) in teaching English at Mechanical Engineering students of UKI Toraja. According to Apuke (2017:41) quantitative research deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like *who, how much, what, where, when, how many, and how*. It also describes the methods of explaining an issue or phenomenon through gathering data in numeric particular things, and go beyond the given. The researcher had conducted this research at UKI TORAJA (2nd Campus). The location of this research is at Jl. Poros Tallunglipu-Sa'dan Kakondongan, North Toraja Regency, South Sulawesi Province. UKI Toraja has five faculties such as FKIP, Engineering, Economic, Agriculture and Theology. The campus building has 6 floors and it can be reached by the transportations. It had be done on January 2020.

TECHNIQUE OF ANALYZING DATA

Technique of Analyzing data used statistical analysis by using Likert Scale. In close-ended questionnaire, there are 20 statements that consist of 10 positive statements and 10 negative statements. The technique of analyzing data as follow:

1. The student's score given based on the value of the Likert scale. The value can be seen in the table below:

Table 1. The valueof positive statement and negative statement

Statement	Positive	Negative
Strongly agree (SA)	5	1
Agree (A)	4	2
Netral (N)	3	3
Disagree (DA)	2	4
Strongly disagree (SDA)	1	5

Sudjana (1991:51) in Patanduk (2017:111)

2. Based on the questionnaires, the researcher used the following assessment guide and scoring to measure student's perception.

Number of statements   : 20
Highest scoring   : 5
Lowest scoring   : 1

    a. Total highest score   = Highest scoring × Number of statements
                                        = 5 × 20 = 100
    b. Total lowest score   = Lowest score × Number of statements
                                        = 1 × 20 = 20

    c. Interval $= \dfrac{\text{Range}}{\text{Category}}$

        Range   = Total highest score – Total lowest score
                   = 100 – 20
                   = 80
      Category   = 2 (positive perception and negative perception)
      So, Interval $= \dfrac{80}{2} = 40$

d. To say whether the perception is positive or negative, the researcher used the following criteria:

Rating criteria = Total highest score – interval
                 = 100 - 40
                 = 60

e. Based on the rating criteria above, the researcher used two options to determine the students' perception:

Positive perception   = if score $\geq$ 60
Negative perception   = if score $<$ 60

Sudjana (1991:51) in Patanduk (2017:111)

3. In this research, the researcher also used the following formula to get the percentage of the students' perception.

$$P = \frac{F}{N} \times 100\%$$

Where:
P = Percentage
F = Frequency
N = Number of students

Sudjana (1991:51) in Patanduk (2017:112)

4. To know the conclusion in this research, it is important to find out the students' mean score of the questionnaire. The researcher used this following formula:

Mean score

$$\overline{X} = \frac{\Sigma X}{N}$$

Where :

$\overline{X}$ = Mean score
ΣX = Total Score
N = The number of respondents

Gay in Ledy (2019 : 22)

CONCLUSION AND SUGGESTION

Based on the result of the analysis in the previous chapter, the researcher concluded that the students' perception in using Task-Based Instruction in teaching English at Mechanical Engineering students of UKI Toraja were positive. It means that this method is good to be implemented by the lecturer at Mechanical Engineering students of UKI Toraja. This fact is proved based on the mean score obtained by the students' perception through close-ended questionaire were 65.19, which is classified as positive perception.

Based on the conclusion above, the researcher would like to give some suggestion as follow:

1. For the lecturers

This study indicated that the use of Task-Based Instruction (TBI) in teaching English at Mechanical Engineering students of UKI Toraja can be an effective way to identify the students' progress. This finding indicated that the students have positive perception toward the method. Therefore, the lecturers can be used this method and more developed in teaching English.

2. For the students

Task-Based Instruction (TBI) can be applied in learning English. It can help because basically the activity in this method is to work in group or pair work. Therefore, the students can understand about the material of English easily.

3. For the future researcher

For the future researcher, they can conduct similar research with focusing on identifying students' perception in using Task-Based Instruction (TBI) in teaching English. Particularly, they do not to identify students' perception using Task-Based Instruction in teaching English at Mechanical Engineering students, they can identify Task-Based Instruction in different class or faculty such as Civil Engineering students, Economic faculty and so on. The future researcher could also add another instrument for example do the observation or interviewing the students about their perception. While the researcher's study using survey research questionnaire, so there is no clarification of the statement that they mention in a question

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