



Task and Feedback-Based on English learning to Enhance Student Character

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Abstract: Task-based English learning is also an essential consideration for strengthening students' character. Nevertheless, not many teachers make the task essential to the learning process. The tasks consider the situation of the condition and the student's psychological state. Tasks are 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 elementary schools in West Java and Bangka Belitung provinces, obtained from 116 students' elementary schools, purposive sampling—data retrieval technique using a questionnaire. Data analysis uses 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 showed that students' perceptions varied with the tasks given. It shows a tendency to one type of task, and almost all students considered that the teacher did not always give feedback on the task given. These tasks can take the form of group tasks and individual tasks. It was concluded that each individual showed different response patterns in exploring foreign languages.

INTRODUCTION

English learning plays an essential role as one of the parameters for the progress of a nation. If the younger generation mastered English, it would be easier to develop their potential. All forms of English learning approaches

are still being researched and developed by education practitioners today. English learning can start with vocabulary classes. Learning for vocabulary acquisition can be designed by displaying image recognition technology towards text (Shadieff et al.,



2020). Even in English learning, there is a belief that learning becomes something that does not need to be confused (Dubravac & Latić, 2019). The demands to achieve the goal of learning English are the ability to communicate both verbally and in writing so that students have an adequate vocabulary to communicate well in various contexts (Marhamah & Mulyadi, 2020). No less critical topic considered in language learning development is how the environment supports elementary schools' learning and teaching process (Hoover et al., 2020). The demands to achieve the goal of learning English are the ability to communicate both verbally and in writing so that students are required to have an adequate vocabulary to be able to communicate well in various contexts.

Task-based English learning is also an important consideration. The tasks given take into account the situation of the condition and the student's psychological state. Tasks given can be homework, tasks, individuals, and groups. Some stages can be done in speaking classes, such as warming up, preparation, speaking practice, task presentation, error correction, and

feedback (Anchunda & Kaewurai, 2021). Likewise, writing is a complicated process that includes a variety of factors and is one of the primary skills for students in English, making writing tasks very important in the curriculum (Alharthi, 2021). Teacher performance indicators are also related to student satisfaction in completing assignments, exams, and assessment systems (Ghaffarian Asl & Osam, 2021). Some new approaches, such as flipped learning, can improve active learning used in assignments either at school or at home (Afzali & Izadpanah, 2021). A study also showed a direct relationship between the grammatical category and the stress of the task; for example, the simple difference in verbs and nouns in the language can cause stress due to English tasks (Lohmann, 2020). Talking about tasks is inseparable from feedback. Feedback can be done directly or online on computer-mediated writing tasks, and teacher-recommended notes or corrective feedback can be quickly sent to students (Pourdana et al., 2021).

Nevertheless, feedback in English learning must consider students' cognitive elements, including giving

assignments like homework and making the task a group or individual. A module provides positive effects and acts as a reflection in the process of professional feedback and development (Banegas & Consoli, 2021). Feedback also plays an essential role in developing writing skills; a student will look at the teacher's feedback and its benefits (Sundrarajun, 2020). Regarding the task of writing specifically in a particular field, it will be highly appreciated instructor feedback and become important in the coherent organizational structure level not only the use of appropriate linguistic elements such as vocabulary choices and pedagogical grammar also urgently needs to be conveyed as part of the feedback (Sung, 2021). There is also a feature that can promote students' attitudes towards English learning patterns, and this can provide positive and negative feedback and many other applications that can open deep communication between teachers and students (Janfeshan & Janfeshan, 2021).

However, it is enough to provide good English learning according to principles and methods; children's cognitive development must also be

considered. How in every learning can accommodate positive values that can strengthen the character of learners. Character is a set of values that support the thoughts, attitudes, and behaviors displayed by positive tendencies; thus, a person with character is a person who has certain positive moral qualities (Komalasari & Saripudin, 2018). Even some learning can involve the concept of local wisdom to anticipate various forms of influences from outside (Uge et al., 2019). Furthermore, a good and robust character becomes essential for individuals because it will affect personal, social, and state behavior (Nur et al., 2020). Of course, it will have a good impact on the learning process.

Therefore, it is essential to create character-perspective English learning to have good language skills and superior mental and character. This study also related to solid character education that learners must also own. Character education is also a fundamental thing that can give a person the ability to think and behave purposefully that has characteristics following his habits (Jamaluddin, 2013). In the formulation of the character education system compiled by the

Ministry of National Education, 18 values shape the character of the nation, and character values that are the main priority of almost all of them are humanist values, including honesty, tolerance, democracy, helping, and love of peace (Suherman et al., 2019). Because of the current condition of the Indonesian state, it is considered the most highly instilled value today to learners.

Furthermore, all of them are values that prioritize the excellent treatment of their fellow human beings. Because it only focuses on the values and norms of humanity, doing good to fellow beings, but minimal will divinity. Furthermore, it will indirectly keep us away from God. Another concern is the perception that religion is not a fundamental way to create a good human being, especially in a plural country.

How do students perceive the task model teachers give in the classroom or outside the classroom, and how the feedback process can be formulated.

From the formulation of the problem, this study aims to identify students' overview of the task model teachers in English classes and their feedback.

METHODOLOGY

The research was conducted in elementary schools spread across West Java province and Bangka Belitung. This research uses quantitative descriptive methods. This research data was obtained from 116 students from three elementary schools. The selection of samples based on the distribution of several schools in the Sumatra and Java islands region is adjusted to the permits obtained. Sampling techniques use purposive sampling, with the following steps, 1) establishing schools that will become research locus, 2) determining respondents together with the school, 3) Making visits as a process of retrieving data offline. The informant distributed the questionnaire to the respondent's school before the pandemic—data retrieval technique using a questionnaire instrument with a Likert scale. Respondents' perception of the task model and feedback from teachers, the questionnaire is based on the results of discussion groups with fellow English lecturers. Alternative answers are by giving a score statement with alternative answers, such as in table 1.

Table 1 Alternative Answers with Likert Scale

Alternative Answers	Value
Always	3
Sometimes	2
Never	1

Data analysis uses 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. Data analysis begins with quantitative methods, then continues with qualitative analysis using a case study approach, examining a particular case or phenomenon in a society done in-depth to study the background, circumstances, and interaction in a unified system. This study describes students' perception or opinion of the task model given by teachers in the classroom or outside the classroom and how feedback is done.

RESULT & DISCUSSION

Result

This study aims to find out the perception or opinion of students towards the task model given by the teacher. The results showed that respondents' perception of the distribution of questionnaire results was 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 seen in figure 1.

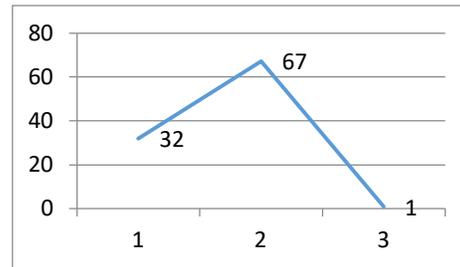


Figure 1 An Overview of the Perception of Tasks Done as Homework

The table shows that 32% of students think that teachers always give assignments as one of the works that must be completed. Then 67% of teachers think that sometimes 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.

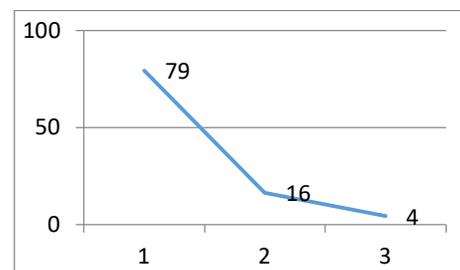


Figure 2 An Overview of the Perception of Tasks Assigned Individually

Data shows that 79% of students think the same teachers always give assignments in the form of individual

tasks. Then 16% believe that only sometimes teachers give individual tasks. Then 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.

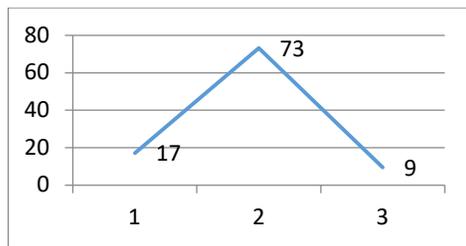


Figure 3 An Overview of the Perception of Tasks Given in Groups

Data shows 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.

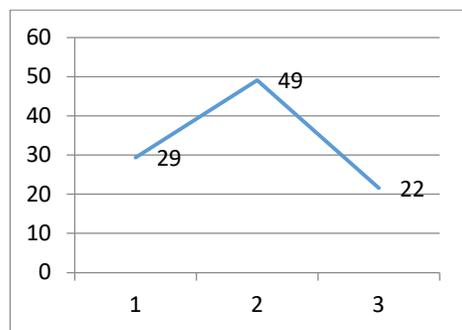


Figure 4 An Overview of Perception of Teacher Writing feedback on Assignment

Data shows that 29% of students think teachers always write comments on assigned tasks. Then 45% stated that teachers sometimes comment on the task sheet. Then 22% believe that teachers rarely comment on the task sheet.

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. There are so many task models that can be given and will need teacher creativity in developing these tasks in the future. There is so much homework that can improve students' language skills. One is a semester assignment where students have weekly writing assignments to write about what they have learned in class during the week (Manalo et al., 2019). This activity involves the ability of imagination and, of course, will unwittingly sharpen their creativity. Homework assignments are communication between students and teachers, especially in English learning, where students get little exposure to English outside the classroom context.

Thus, exploring homework more optimally will provide ample learning opportunities for students (Khonamri & Pavlikova, 2020). Teaching English is constantly changing and suitable to meet the needs of learners. There are two models of giving homework to students through the traditional teaching process where some activities in the classroom 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 creativity stimulus such as allowing images in homework task reports and then being able to share homework reports in class.

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, requiring 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 broadly and in line with other contexts, some students are happy with learning instruction with an entertainment model rather than formal instruction, and this will give rise to a positive attitude toward learning (Lamb & Arisandy, 2020). The importance of considering 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. It was concluded that each individual showed different response patterns in exploring foreign languages.

CONCLUSION

Assignments and feedback in English learning 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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