

Task-Based Language Teaching in Hospitality Training

M. Bambang Purwanto^{1*}, Despita², Nyayu Ully Auliana³

^{1,3}Politeknik Prasetiya Mandiri, Bogor

²STIA Satya Negara, Palembang

Corresponding Author: M. Bambang Purwanto

mbambangpurwanto@gmail.com

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ABSTRACT

This study aims to measure the effectiveness of implementing Task-Based Language Teaching (TBLT) in improving the English language skills of Palembang Hospitality Job Training Institute (LPK) students who will intern at hotels. This research mainly focuses on the speaking and listening skills needed in direct interaction with foreign guests in the hotel environment. This study uses a descriptive qualitative method, with data collected through pre-tests and post-tests on 10 students. The results showed that the average pre-test score of students was 62.8, while the average post-test score increased to 86.1, with an average increase of 23.3 points. This increase shows that implementing TBLT effectively improves students' English proficiency, especially in the context of practical communication relevant to the hospitality industry. Students also reported increased confidence in using English after training due to a task-based learning approach that allowed them to practice in real-life situations. Although the results were positive, the study had some limitations, such as a limited sample size and a short duration of training. This study has implications that TBLT can be implemented more widely in other LPKs that focus on the hospitality sector, and it is recommended that follow-up research with a larger sample and longer training time be conducted to obtain more comprehensive results.

INTRODUCTION

The ability to speak English is one of the primary skills that workers in the hospitality industry must have, especially for those who interact directly with guests from different countries. In today's era of globalization, hotels in Indonesia, including Palembang, often host international guests, so the hospitality staff must communicate well in English. This research focuses on improving the English language skills of students of the Palembang Hospitality Job Training Institute (LPK) who will intern at hotels. Good English skills not only enhance the quality of service but also build a positive image of the hotel in the eyes of international guests (Harapan et al., 2024; Purwanto, Umar, et al., 2024).

One of the language learning methods that has proven to be effective in improving practical communication skills is Task-Based Language Teaching (TBLT). This approach allows students to learn by implementing tasks relevant to the world of work, such as serving guests, handling complaints, and explaining hotel facilities. TBLT prioritizes the use of language as a tool to complete fundamental tasks, thus encouraging students to be more active in using the target language in the context of daily life (Purwanto, Yuliasri et al., 2024; Taufiqi & Purwanto, 2024). Therefore, this method is considered appropriate for English language training in the hospitality sector.

LPK Hospitality Palembang has a vital role in preparing a professional workforce ready to face the world of work. Their internship program allows students to jump directly into the hotel's work environment and interact with foreign guests. However, intensive training is required before an internship so that student's English skills are adequate to handle real hotel situations (Hidayad et al., 2024). Task-based training, such as TBLT, is an effective option to prepare students for the communication challenges during the internship.

Nonetheless, the challenges of learning English in a hospitality training environment are complex. Many students feel they need to be more confident using English in formal situations or dealing with foreign guests. In addition, the variety of accents of guests who come from various countries is also a challenge. Therefore, training based on real situations using simulation tasks in hotels can help students overcome these obstacles (Ridayani & Purwanto, 2024; Yuliana et al., 2024).

Based on the above background, this study aims to measure the effectiveness of applying the TBLT method in improving the English language skills of LPK Palembang Hospitality students. The study will also examine how this task-based training can increase students' confidence in communicating with foreign guests. By looking at the results of the pre-test and post-test, it is hoped that this study can provide an overview of changes in students' abilities before and after training and provide recommendations for the development of future training programs (Aisyah et al., 2024; Rosyidin & Purwanto, 2024).

This research is expected to contribute to developing the curriculum in hospitality job training institutions, especially in practical and relevant English learning. The results of this study are expected to strengthen empirical evidence that TBLT is efficacious in improving communication skills in the hospitality

sector and can be adopted more widely by other training institutions in Indonesia (Marsinah et al., 2024).

LITERATURE REVIEW

1. *Task-Based Language Teaching (TBLT)*

Task-Based Language Teaching (TBLT) is a language learning approach that focuses on using language to complete practical tasks that are relevant to real-life situations. Hsia et al. (2021) explained that TBLT encourages students to use the target language directly in daily life through tasks requiring communication skills. In the hospitality industry context, TBLT is particularly relevant because tasks such as serving guests, handling complaints, and explaining hotel facilities are an essential part of daily interactions in the work environment. According to Domingo (2022), contextually designed assignments allow students to understand the use of language in real-life scenarios, improving their practical communication skills. This research is based on the TBLT theory put forward by Al-jar (2022) and Zhang (2013), who stated that in TBLT, learning is focused on completing tasks that involve the use of language, not just learning grammar rules. This method also emphasizes direct learning through simulations that resemble real situations in the world of work. Therefore, this method is suitable for learning English at hospitality job training institutions.

2. *English Learning in the Hospitality Sector*

The hospitality industry has unique characteristics requiring practical English skills for staff to interact directly with guests. According to Fujita (2019), English language skills are critical in providing high-quality hotel services, especially since guests come from different countries with different language backgrounds. Here, the ability to communicate in English is not only a formality but also the primary determinant in building a positive impression and experience for guests. Hospitality staff must be able to explain facilities, handle complaints, and provide information about hotel services clearly and precisely. Improving English language skills for students who will intern at hotels is crucial in ensuring they can work professionally. Research conducted by Lertchalermtipakoon et al. (2021) shows that task-based English training can improve hospitality students' practical communication skills to prepare them better for job challenges in this industry.

3. *Speaking and Listening in Hospitality Concerning*

Speaking and listening are two of the most essential English skills in the hospitality industry. Astirini Swarastuti et al. (2024) emphasized that speaking skills involve the ability to communicate well, including fluency, accuracy, and the ability to convey information. In a hotel environment, staff are often required to speak to foreign guests with various accents, which makes listening skills very important. Bambang Purwanto and Hidayad (2022) emphasized that listening comprehension is the foundation of good communication. Hotel staff must understand guests' needs and questions quickly and accurately, especially when dealing with different accents or speaking styles. This study supports previous

findings that suggest that improving listening skills through task-based methods allows students to be better prepared to deal with variations in guest accents from different countries (Bonar Siagian & M Bambang Purwanto, 2023; Budiyo et al., 2024).

METHODOLOGY

The research was conducted at the LPK Perhotelan Palembang. The sample consisted of ten students trained as hotel staff and management. This research uses a qualitative research method with a descriptive approach that starts from an idea to obtain a complete and comprehensive picture by revealing facts, situations, phenomena, variables, and circumstances during the research and presenting it as it is. This study interprets the results of a case study using a direct interview test given to hotel employees related to the results of the analysis of individual abilities of hotel employees who work at hotels in Ogan Ilir by referring to the international standard level of Common European Framework of Reference (CEFR) which is a standard for a person's English proficiency and using a person's speaking ability test.

Instrument and Procedure

In this study, the researcher uses data collection techniques such as the one stated, which involves observation, interviews, and direct documentation. The sampling technique will be carried out by providing interview questions to all students of LPK Perhotelan Palembang. This study uses data collection techniques through observation/observation, interviews, documentation, and literature studies. The English Language Proficiency Level refers to the Common European Framework of Reference (CEFR), an international standard or level to describe and describe an individual's language ability. CEFR divides English into six levels: A1, A2, B1, B2, C1, and C2. A person usually needs help developing their English or fails to learn it. This is not because they are incapable, but their level needs to be corrected; their English learning seems too easy or complicated.

Table 1 English Language Proficiency Level Assessment Indicators

LEVEL	INDIKATOR (Based on the CEFR Framework)
Dasar/Beginner-Basic A1	<ul style="list-style-type: none"> • Imitating pronunciation after hearing and repeating but not exactly • Mimicking short sentences • Only mimicking phrases/phrases • Not being able to interact in simple conversations well
Dasar/Elementary-Basic A2	<ul style="list-style-type: none"> • Able to demonstrate their competence • Able to respond to question sentences with good grammar • Able to pronounce words with a clear rhythm or intonation • Able to interact in simple sentence conversations well

Pre-Intermediate-B1	<ul style="list-style-type: none">• Able to respond to simple requests• Able to make short conversations• Have a good understanding of the questions/tests given• Able to provide simple comments
Intermediate (Interactive)-B2	<ul style="list-style-type: none">• Have a more complex ability to respond to interview questions• Have the ability to interact more with representatives in conversations• Have the ability to explain a broader range of questions• Have the ability to transact in conversation
Advanced/Proficient (Extensive)	<ul style="list-style-type: none">• Have the ability to present a paper or presentation• Have good speech or oration skills• Have the ability to provide explanations of their competencies in a flexible, detailed, and precise manner.• Have the ability to tell stories well and interestingly

Source: Common European Framework Reference (CEFR)

Data Analysis

In Data Analysis, the first step is to collect data through various qualitative methods, such as direct observation, in-depth interviews, and document analysis (e.g., student reports or diaries). Observations were made during the implementation of task-based learning activities, where students were involved in various real-life work scenarios in the hospitality sector. In-depth interviews with students and instructors were also conducted to explore their understanding of the effectiveness of the Task-Based Language Teaching (TBLT) method in improving English language skills.

Once the data is collected, the next step is transcribing the interviews and organizing the observation data. All field notes, interview recordings, and other documents are systematically organized for easy analysis. This transcription process allows researchers to capture every detail the participants convey, including their impressions, understanding, and skill changes during the training.

The researcher then thoroughly reads and analyzes the transcribed data to gain an initial understanding. At this stage, it is essential to identify common themes that emerge from the data, such as the student's experience during training, their challenges, and the impact of the TBLT method on their English language skills. This reading is done repeatedly to get a deep meaning from each answer or observation. The last step is to conclude from the results of the data analysis. The researcher formulated the main findings of this study, which

include how TBLT improves the English language skills of students at the Palembang Hospitality LPK, what factors affect the effectiveness of this method, and recommendations for the development of future training programs. This conclusion is based on empirical evidence found during the analysis process and provides answers to research questions.

By following these data analysis steps, the study can provide a comprehensive overview of the effectiveness of the Task-Based Language Teaching method in English language training for hospitality LPK students and its impact on their readiness to work in the hospitality industry.

RESULT

In this study, several results explain the role of task-based language learning teaching in the hospitality industry. The results of the research analysis are as follows;

1. *TBLT learns naturally*

The research's analysis, which emphasizes the use of TBLT (Task-Based Language Teaching) as a natural learning method, involves several main stages. This study was conducted on students of LPK hospitality in Palembang to explore how TBLT can improve their English skills in the hospitality context. Data from observations and in-depth interviews with students and teachers support the analysis process.

The first step is data collection through direct observation during the training process, where LPK students are given tasks relevant to hospitality work. These tasks mimic real-life situations, such as welcoming guests, explaining hotel amenities, and responding to guest requests in English. In addition, in-depth interviews were conducted to understand the perspectives of students and teachers regarding the effectiveness of TBLT. All interview data is transcribed for easy analysis.

TBLT allows students to learn naturally because they interact directly with the tasks they will face in the world of work. As revealed by one of the students in the interview,

"I find it easier to understand English when I have to explain the room facilities because that is part of my job later."

TBLT also has a significant impact on student confidence. They feel more confident speaking in English after practicing actual tasks. One student said,

"At first I was afraid to make mistakes, but after a few practices, I became more confident talking to foreign guests."

TBLT provides real context that makes language learning more meaningful. Students can better remember vocabulary and phrases relevant to their work because the assigned tasks are directly applied in real-world scenarios. The study results show that TBLT effectively creates a natural learning environment for hospitality students in Palembang. Students can learn English more efficiently and relevantly by using practical tasks that are appropriate to

their work context. TBLT improves students' English language skills and builds their confidence and ability to cope with real situations in the hospitality industry. This conclusion is reinforced by the results of interviews and observations that show the positive impact of this method on students' communication skills in a professional context. Based on these findings, the Task-Based Language Teaching method should be applied more widely in language training programs in the hospitality sector. Continuous training focusing on real-life situations that hotel employees often face can help students be better prepared to enter the workforce.

2. TBLT improves language skills

Table 2 Pre-test and pos-test scores of participants

No	Name	Pre-test Scoring	Post-test Scoring
1	or	70	81
2	miz	66	80
3	rt	54	85
4	RH	55	84
5	bb	63	89
6	or	71	87
7	yo	56	88
8	zr	74	92
9	tr	56	88
10	bg	63	87
Average		62.8	86.1
Highest Scores		74	92
Lowest Rate		54	80

Table two shows the results of the English language proficiency of LPK Palembang Hospitality students before and after the training, which is measured through Pre-test and Post-test. The table consists of 10 students with their identities masked (names are initials only). The description of the results explains that the average pre-test score of students is 62.8, the highest score on the pre-test is 74, and the lowest score on the pre-test is 54. Then, the average post-test score increased to 86.1, indicating improved English language proficiency after training. The highest score in the post-test was 92, which zr students achieved, and the lowest score in the post-test was 80, although the lowest score still showed a significant improvement compared to the pre-test.

Each student experienced an improvement in their grades, with an average increase of 23.3 points. The highest increase was in art students, whose scores rose from 54 on the pre-test to 85 on the post-test. Overall, these results show a significant improvement in students' English proficiency after the training, which could indicate the effectiveness of the learning methods used, such as the Task-Based Language Teaching (TBLT) approach, which is relevant for communication needs in the hospitality industry.

3. *Activities and Student Participation in Activities*

During the implementation of task-based activities, teachers provide feedback to students as quickly as possible, return assignment reports and papers promptly, and immediately reward success. Researchers tend to do those things to tell students how well they've done and how to improve. In addition, teachers also choose topics and activities that motivate them. These activities stimulate their interest and engagement, so the students learn something during that time. In addition, teachers provide them with detailed feedback on the final phase (language focus) of the TBLT framework. Giving positive and negative comments will affect motivation, and praise builds students' confidence, competence, and self-esteem.

In addition, second language students need the opportunity to produce the target language, notice errors in their way, and improve their linguistic results. Thus, in addition to encouraging them to participate actively in oral performances, teachers also provide self-evaluation worksheets and recordings of their performance at each meeting. Some students said that through their recorded self-evaluation and performance worksheets, they were able to reflect and critically evaluate their learning process and performance. The following are translated interviews with some students.

"I think I got a lot of new vocabulary during the task, and it was easy for me to memorize them because I used it frequently in a couple of meetings. Besides, the teacher also gave me a self-evaluation worksheet to help me review the vocabulary I had learned in the classroom." (Student 3)

"The task (the TBLT framework) was challenging to do at the beginning, but through this way of learning, I got a lot of experiences and new knowledge. (Students 2)

It is essential to note the results of the interviews that revealed that two students answered that they could improve their work vocabulary by using self-evaluation worksheets and listening to recordings of their performance. Two students thought recording their performance helped their pronunciation. Another student replied that he could use more complex sentences and claimed this technique fostered his vocabulary and pronunciation through self-evaluation worksheets. Other students reported that they felt they were comparing recordings of fluent speakers and that their recordings were a good pronunciation practice tool.

Most students are satisfied with the TBLT technique because they can speak during class and check and grade their talks after listening to their recordings. Three students answered that this technique motivated them to practice because it helped build confidence during the learning process. One student replied that this learning is very flexible and convenient because he can listen to the recording many times later and monitor it, thus helping to improve his speaking skills. However, a student had a negative attitude about using the tape because he thought it was too fast and could not produce a clear and natural sound like a real person, making it difficult to imitate the pronunciation. Most students answered that participating in task-based activities encourages self-reflection and increases their motivation to practice talking about their

preferences or daily life. As reported in their interviews, they can also build confidence during this process.

DISCUSSION

The Task-Based Language Teaching (TBLT) approach has proven to be effective in improving the English language skills of LPK Palembang Hospitality students who will carry out internships at hotels. In this training, students are given various tasks that reflect the working situation in the hotel, such as serving guests, handling complaints, and explaining room facilities. Applying these practical tasks makes students better prepared to face daily communication challenges in hotels, as they actively use English in contexts relevant to work.

The study's results showed a significant improvement in students' speaking and listening skills. Before participating in task-based training, many students felt they needed to be more confident using English, especially when interacting with foreign guests. However, after undergoing various simulations that resemble work situations in hotels, students can communicate more effectively and confidently, especially when explaining hotel services and facilities. They also experienced an improvement in their understanding of the language used by guests.

In addition to improving language skills, the TBLT approach also positively impacts student motivation. Students feel more interested and motivated to learn because the assignments given are real work situations (Purwanto, 2022b). They realize that English language skills are essential for success during the internship, so they are more enthusiastic about participating in the training (Purwanto, 2022a). This motivation is critical to improving their performance during the internship preparation period (Purwanto, 2022c).

However, the study also reveals some challenges students face in task-based learning. One of the main challenges is the diversity of foreign guest accents, which makes it difficult for some students to understand and respond to conversations fluently. Although the tasks given are practical in building communication skills, differences in accents and speaking styles of guests are still an obstacle that requires more attention in training (Novia et al., 2024; Purwanto, 2021).

In addition, limited training time is an obstacle to mastering more complex tasks. Students with a weaker English background need additional time to understand the material and assignments given. As a result, some students may need to prepare more for various situations in hotels. This shows the need for additional training duration and intensity, especially for students with different learning needs.

This study recommends increasing the variety of tasks with more diverse situation simulations and using technology to present various accents in listening exercises (Nasar et al., 2023). With a more individualized approach and longer training time, students will be better prepared to face real challenges while interning in hotels (Melinda et al. et al., 2023). Overall, TBLT provides a strong

foundation for improving students' English language competencies and preparing them for the world of work in the hospitality industry.

This research has important implications for developing English learning methods in hospitality training institutions, primarily through the Task-Based Language Teaching (TBLT) approach. With results that show a significant improvement in students' practical communication skills, training institutions in the hospitality sector can adopt this method more broadly. Applying tasks that resemble real work situations in hotels helps prepare students for the direct communication challenges they face while interning or working in industry. In addition, increasing learning motivation through TBLT shows that a relevant and contextual curriculum can make language learning more engaging and effective for learners.

Another implication of this study is the need to extend the duration of training and adjust the approach based on each student's level of language proficiency. Additional training programs or individualized guidance are required for students with lower language skills to keep up with more complex tasks. It also allows training institutions to use technology, such as interactive simulations with various accents and scenario variations, to strengthen students' ability to deal with guests from different cultural backgrounds. With these adjustments, the TBLT approach can more effectively prepare students for language challenges in the hospitality industry.

CONCLUSION

This study concludes that applying Task-Based Language Teaching (TBLT) in English language training for LPK Palembang Hospitality students who will intern at hotels has improved their communication skills, especially speaking and listening. This method provides a relevant and contextual learning experience through practical tasks that resemble real-life situations in a hotel, such as serving guests and explaining hotel facilities. In addition to improving language skills, students also experience increased motivation to learn because the assignments given directly apply to the work they will be doing. This study shows that the TBLT approach is very suitable for practicing English language skills in the hospitality sector, providing positive results in improving students' communication skills and readiness to face the world of work. Although the results were positive, the study had some drawbacks to be aware of. First, the limited duration of training is one obstacle to mastering more complex tasks, especially for students with lower English skills. Some students need additional time to master the functions and the variety of situations that may occur in the hotel. Second, this study needs to pay attention to the array of guest accents, which is a significant challenge for students. Many students still need help understanding foreign guests' different accents, which has yet to be fully accommodated in training. The study also required a full assessment of the long-term impact of the TBLT method, such as how this skill improvement persisted after students entered the workforce. For improvement, further research could determine the long-term effectiveness of the TBLT method and adjust the training to meet the accent challenges and adequate training duration.

ADVANCED RESEARCH

Every research certainly has limitations. Limitations in the sense of research limitations that affect the researcher's ability to explore the data being studied, the limitations of available data, or external factors of the research such as time and resource limitations. So that further research is needed for the perfection of this research.

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