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Analysis Model of Online Task Based Language Teaching in English Skill Teaching at Man 1 Parepare

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Article Info	ABSTRACT
	UThis research aim to analysis Model of Online Task Based Language Teaching (OTBLT) in English Skill Teaching at MAN 1 Parepare. Method of research used descriptive qualitative, the informant of this research was English Teacher and the observation conducted at MAN 1 Parepare. The technique of analysis data was data reduction, displaying and drawn conclusion. The Result of study was 1) The Model of Online Task Based Language Teaching (OTBLT) in teaching reading at MAN 1 Parepare optimized online platforms which diverse reading materials and collaborative tasks to enhance students' reading skills which improve reading comprehension conducted from internet and media sources related to the students' real-life situation. 2) The Model of Online Task Based Language Teaching (OTBLT) in teaching Speaking at MAN 1 Parepare prioritizes the development of speaking skills through various strategies which students are assigned speaking tasks that reflect real-situation communication such as buyer-seller interactions or dialogues between family members and students encouraged to find speaking texts in their own task for collaborative speaking activities at classroom related to the real situation. 3) The Model of Online Task Based Language Teaching (OTBLT) in teaching writing at MAN 1 Parepare providing students with engaging and meaningful writing experiences from many sources while students freely to get any writing text including descriptive writing and procedural texts related to the real situation. 4) The Model of Online Task Based Language Teaching (OTBLT) in teaching Listening at MAN 1 Parepare faces challenges in conducted specific listening task because listening task must optimized certain audio which hard to be implemented in Online Task Based Language Teaching (OTBLT) which related to the real situation of the students.

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1. INTRODUCTION

The development of English language in teaching online includes the introduction of English language learning from an early age. Primary schools in Indonesia now provide Online English language lessons to students starting from the first grade. This provides students with the opportunity to become familiar with English from an early age and expands their access to further English language learning opportunities at higher levels by introducing online system. The development of Online English language teaching signifies a shift towards a more contextual, communicative, and student-centered approach. The main goal is to develop students' English language abilities by prioritizing effectiveness and authenticity in language use.

Online teaching allows for personalized learning experiences tailored to the individual needs of students. Teachers can adapt their teaching methods and provide customized feedback based on each student's strengths, weaknesses, and learning styles. This personalized approach fosters a more supportive and effective learning environment, enabling students to progress at their own pace and focus on areas where they need additional support.

Teaching online with a real-life approach has become increasingly important in today's education approach. In this approach, the focus is not only on grammar rules and vocabulary memorization, but also on the practical use of English in authentic situations by using online task. The goal is to prepare students to effectively communicate and interact in real-life settings where English is commonly used. English language teaching aims to bridge the gap between classroom learning and real-world application. Students are exposed to a variety of authentic materials, such as news articles, podcasts, videos, and interactive exercises, that reflect the language and cultural contexts they may encounter outside the classroom.

Based on the observation conducted at MAN 1 Parepare indicate that the students have a limited proficiency in English, which can be proved to several factors. Firstly, limited exposure to English outside of the classroom may hinder the students' language development and also English is predominantly taught within the book context, and there may be limited opportunities for students to practice and use the language in real-life situations. Another troubel also showed that teaching methods and approaches used in English language classes may not effectively to the diverse learning styles and needs of the students.

Moreover also found that students' limited speaking practice and interaction opportunities within the classroom setting may contribute to the students' difficulty in developing their oral communication skills. Another term also indicated that students get low reading comprehention when observing trough reading test delivered by researcher, it also indicated that students showed low writing ability, the researcher showed some of the text which difficult to students to write the meaning of the english word into sentences. Another difficulties identified also from students' listening skill when they listen to someone conversation, students difficult to understand the meaning of the word produce. According to those result observation. Language learning requires active participation and frequent practice in authentic communicative situations. Based on that problem found, the teacher did one solution among the using of certain model of teaching. This is called Task-Based Language Teaching (TBLT).

The essence of the online Task-Based Language Teaching (TBLT) instructional model is to provide meaningful and authentic learning experiences to students in developing their language proficiency. This approach emphasizes task-based learning, where students are given tasks that are relevant to real-life situations. students not only learn grammar and vocabulary in isolation, but they are also given opportunities to use language in communicative situations that resemble real-life language use. Through authentic tasks, students are encouraged to interact, communicate, solve problems, and collaborate with classmates in using the target language. One of the previous research which did by Melissa Baralt explained the framework and show examples of how to apply online TBLT. It also discussed unique challenges that teachers face when doing TBLT online. This article used methodology framework. The result of this article was to stimulate the teacher. It also explained TBLT methodology framework for teaching online with the pre-task, task cycle, and language focus, and how they can be the chairperson and facilitator.

The essence of TBLT lies in providing clear meaning and purpose in language learning. By introducing meaningful tasks, students can see the direct relevance and usefulness of what they are learning. The materials also can be manage by using media, It stated in Surya Subrahmanyam Vellanki. His study showed how some coursebook materials could be used in TBLT to help online learners improve their language skills. The paper also outlines with examples how technology-mediated tasks could be deployed to encourage learners to use language in productive ways. Finally, the authors discuss some of the anticipated challenges concerning the application of TBLT in online teaching and learning contexts. This article used qualitative research. The result of this article the view that to have better interaction and engagement among students in virtual classes, teachers should use textbooks that offer some flexibility, modify materials to make the activities into suitable tasks and notice how learners use language with the available linguistic and non-linguistic resources.

Students can experience the use of language in authentic contexts, which helps them develop language skills in a more holistic manner. In fact by engaging in real-life tasks, students are able to apply their language knowledge and skills in practical ways, enhancing their ability to use the language effectively in various contexts. Through TBLT, students develop not only linguistic competence but also communicative competence, which includes the ability to use language appropriately, fluently, and with confidence.

Task-Based Language Teaching is implemented by English teacher at MAN 1 Parepare, English teachers at MAN 1 Parepare design and implement tasks that are relevant to the students' lives and reflect real-world language use. These tasks can range from dialogue project and presentations. Project task with engaging in these tasks, students are actively involved in using English to accomplish specific goals and tasks. Based on that explanation. The researcher is interesting to do qualitative research which conducted tittle "Analysis Model of Online Task Based Language Teaching TBLT in English Skill Teaching at MAN 1 Parepare" the aim of this study was about To describe the Model of Online Task Based Language Teaching (TBLT. in teaching reading, speaking, writing and listening at MAN 1 Parepare.

2. METHODOLOGY

This research used descriptive qualitative. The use of descriptive qualitative research method in this study allows the researcher to analyze detailed information and gain a deeper understanding to answer the research question. This method is particularly suitable when the goal is to explore and describe a phenomenon in detail. This method helped the researcher to have a deep information to have the answer of the research question. This method used to analyze the phenomenon by asking the questions directly to the source of information and describe and explain by narration or descriptive.

This research focused on Online Task Based Language Teaching (TBLT. in English Skill Teaching at MAN 1 Parepare, the focused of TBLT is an instructional approach that emphasizes the use of authentic tasks as the central unit of instruction. In the context of language teaching, TBLT focuses on providing learners with opportunities to engage in meaningful, real-life tasks that require the use of English language skills. The specific focus of this research is to investigate the implementation and effectiveness of Online TBLT in teaching English skills at MAN 1 Parepare.

Interview was data collecting technique which uses open from questions and it can use to get more information about the Model of Online Task Based Language Teaching (TBLT. in English Skill Teaching at MAN 1 Parepare. The researcher interviewed teacher for the implementing of Online Task Based Language Teaching (TBLT. in English Skill Teaching. The interview referred to the interview guideline. There are three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion.

3. RESULTS AND DISCUSSION

3.1 The Model of Online Task Based language Teaching in teaching reading at MAN 1 Parepare

The first research question referred to the statement that Model of Online Task Based Language Teaching (TBLT) in teaching reading at MAN 1 Parepare as focused of research, some of the question can be explained for the English teacher. the implementation of the TBLT model involves several stages. Firstly, the teacher introduces the task and sets the purpose of the reading activity. They provide guidance on how to approach the task and may give pre-reading activities or vocabulary support to facilitate comprehension.

The current practice in teaching reading at MAN 1 Parepare involves assigning students to search for articles on Google for their reading assignments. The students are given the task of finding texts related to the assigned reading topic, which can vary from stories to other subjects.

Once the students find the text, they are instructed to identify the main idea of the text. This implies that the focus of the reading activity is on developing the skill of identifying the central theme or main point of the article. There may be opportunities to enhance the current approach by incorporating more structured tasks, guided reading activities, and interactive discussions to further develop the students' reading skills and engagement with the texts. the media used for Online Task-Based Language Teaching (TBLT) in teaching reading at MAN 1 Parepare includes PowerPoint presentations (PPT) and textbooks.

The teacher utilizes PowerPoint presentations to deliver instructional content related to reading texts. The PPT may include visuals, text, and other multimedia elements to support the presentation and engage students visually. These presentations likely provide background information, vocabulary support, and reading strategies to help students comprehend the texts effectively.

The teacher also provides reading texts from textbooks. The students are given these texts to read independently. It can be assumed that the texts are selected from the curriculum or relevant reading materials aligned with the learning objectives. It is important to note that while PPT and textbooks can serve as valuable resources, incorporating a wider range of media and online platforms could further enhance the students' engagement and interaction with the reading materials. This could include incorporating authentic online articles, interactive websites, audio recordings, videos, and other digital resources that provide a more immersive and dynamic learning experience for the students.

3.2 The Model of Online Task Based Language Teaching (TBLT) in teaching Speaking at MAN 1 Parepare

Model of Online Task Based Language Teaching (TBLT) in teaching Speaking at MAN 1 Parepare, this research, The research into various aspects of the TBLT model in teaching speaking, including the types of speaking tasks used, the integration of online platforms, the strategies employed to develop fluency and accuracy, and the promotion of real-world communication. First question stated that how does the TBLT model encourage student participation and interaction in speaking activities.

Student participation and interaction in speaking activities are encouraged through various strategies. As per the informant's statement, one way the model promotes participation and interaction is by assigning students to engage in discussions with their friends at home.

Simulating real-life situations, such as a buyer-seller interaction, students are provided with meaningful contexts for communication. This approach allows students to apply their language skills in

authentic scenarios, enhancing their ability to communicate effectively and fluently. Engaging in discussions where students take on different roles also fosters creativity and critical thinking, as they need to consider different perspectives and respond accordingly.

Fluency and accuracy in speaking using the TBLT model, several strategies are employed, as mentioned by the informant. One such strategy is to ask students to find speaking texts about interactions between two people in their own homes, through sources like watching TV or other media.

Encouraging students to actively search for and observe real-life interactions, they are exposed to natural language use and authentic communication patterns. This strategy provides students with opportunities to analyze and internalize the features of fluent and accurate spoken language.

The videos they watch, students can observe how native speakers communicate, including their pronunciation, intonation, vocabulary, and grammatical structures. They can then model their own speaking after these examples, aiming to emulate the fluency and accuracy demonstrated in the videos.The strategy of using authentic materials like TV programs or other media fosters a learner-centered approach, as students are actively involved in selecting content that interests them. This personalization increases motivation and engagement, leading to more effective language acquisition.

3.3 The Model of Online Task Based Language Teaching (TBLT. in teaching writing at MAN 1 Parepare

The third research focused about Model of Online Task Based Language Teaching (TBLT. in teaching writing at MAN 1 Parepare, The study explore various aspects of the TBLT model in teaching writing, including the types of writing tasks used, the integration of online platforms, the strategies employed to develop writing fluency and accuracy, and the promotion of critical thinking and creativity in writing.

TBLT model facilitates the writing process, such as pre-writing activities, brainstorming, drafting, revising, and editing. It also explore the role of online tasks and platforms in providing opportunities for authentic writing practice and collaborative writing activities. First question stated that how does the TBLT model incorporate online tasks in teaching writing at MAN 1 Parepare.

the TBLT model implemented at MAN 1 Parepare for teaching writing, online tasks are incorporated to provide students with engaging and meaningful writing experiences. As mentioned by the informant, the model employs a similar approach to the reading tasks.

Online tasks are utilized is by assigning students to write texts in specific genres, such as procedural texts. For example, students may be asked to write a procedure for making coffee. This task requires students to follow a specific structure and language features characteristic of procedural texts, such as using imperative verbs and organizing steps in a logical order.

Students can leverage various online resources such as websites, articles, or videos. They can gather information, research, and access examples of procedural texts to guide their own writing process. The use of online resources expands students' access to a wide range of information, allowing them to explore different perspectives and sources to enrich their writing.

3.4 The Model of Online Task Based Language Teaching (TBLT. in teaching Listening at MAN 1 Parepare

The fourth focused research question about model of Online Task Based Language Teaching (TBLT. in teaching Listening at MAN 1 Parepare, this research about Online Task Based Language Teaching (TBLT. in teaching Listening at MAN 1 Parepare, First question stated that How does the TBLT model incorporate online tasks in teaching listening at MAN 1 Parepare.

According to the informant's statement, the incorporation of online tasks in teaching listening within the TBLT model at MAN 1 Parepare is not considered highly effective. This may be due to the nature of listening skills, which often require direct classroom instruction and focused attention.

The informant suggests that listening tasks are more conducive to in-class activities where students can engage with the materials and receive immediate feedback. Online tasks may not fully capture the interactive and dynamic nature of listening activities, which often involve real-time comprehension and response.

The informant mentions that online tasks can still be used to support listening instruction in a more limited capacity. For example, students may be provided with listening materials or topics online, and then asked to complete tasks related to those materials. This could involve writing down or understanding the information they hear, summarizing key points, or responding to comprehension questions.

The TBLT model at MAN 1 Parepare faces challenges in incorporating specific types of listening tasks for developing listening skills. The informant mentioned that no specific tasks are used for listening, suggesting that the focus on listening skills may be limited within the model.

4. DISCUSSION

4.1 The Model of Online Task Based Language Teaching in teaching reading at MAN 1 Parepare

According to the concept about Model of Online Task Based Language Teaching (TBLT. in teaching reading at MAN 1 Parepare, based on the discussion above, the TBLT model at MAN 1 Parepare incorporates online tasks in teaching reading. The teacher designs tasks that simulate real-world reading activities, such as reading articles from Google, blogs, and magazines. The tasks are carefully selected to align with the students' language proficiency level and learning objectives, aiming to promote active comprehension and critical thinking.

The use of online platforms, such as WhatsApp and Google, is utilized to facilitate reading tasks. Students are instructed to search for texts and access general sources like TV or magazines in their homes. Google is also used as a resource for finding texts to read. These online platforms provide flexibility and convenience, allowing students to access a wide range of reading materials and communicate with the teacher.

4.2 The Model of Online Task Based Language Teaching in teaching Speaking at MAN 1 Parepare

The TBLT model implemented at MAN 1 Parepare for teaching speaking focuses on various aspects of language learning, including the types of speaking tasks used, integration of online platforms, strategies employed to develop fluency and accuracy, and the promotion of real-world communication to encourage student participation and interaction in speaking activities, students are assigned tasks that simulate real-life situations. For example, they engage in discussions where they take on roles like a seller and a buyer, providing opportunities for meaningful communication and language practice. This approach helps students apply their language skills in authentic contexts, fostering fluency and confidence in speaking.

Strategies employed in the TBLT model to develop fluency and accuracy include asking students to find speaking texts that depict interactions between people in their homes. By watching videos or other media, students observe and emulate the fluency and accuracy demonstrated in those interactions. This strategy allows students to learn from authentic language use and improve their own speaking abilities.

4.3 The Model of Online Task Based Language Teaching in teaching writing at MAN 1 Parepare

Focused discussion about Model of Online Task Based Language Teaching (TBLT. in teaching writing at MAN 1 Parepare, The Model of Online Task Based Language Teaching (TBLT) implemented at MAN 1 Parepare for teaching writing focuses on various aspects of language learning, including the incorporation of online tasks, the types of writing tasks used, the role of online platforms, and strategies for addressing different proficiency levels, providing feedback, and encouraging reflection and evaluation.

Students are assigned writing tasks that require them to write texts in specific genres, such as descriptive writing and procedural texts. For instance, students may be asked to describe their favorite holiday or write a procedure for making something. Students can utilize online resources to gather information, research, and access examples of different writing genres to support their own writing process. These online tasks provide authentic writing practice and engage students in meaningful writing experiences.

The TBLT model at MAN 1 Parepare employs various types of writing tasks, focusing on descriptive writing and procedural texts. Descriptive writing tasks require students to vividly describe people, places, objects, or events using sensory details and descriptive techniques. Procedural text tasks guide readers through a series of steps to accomplish a specific task, such as making a recipe or conducting an experiment. Additionally, students are also asked to write about their learning experiences and personal reflections, further developing their writing skills.

4.4 The Model of Online Task Based Language Teaching in teaching listening at MAN 1 Parepare

Discussion about Model of Online Task Based Language Teaching (TBLT. in teaching Listening at MAN 1 Parepare express about the Model of Online Task-Based Language Teaching (TBLT) in teaching listening at MAN 1 Parepare highlights some challenges and strategies related to incorporating online tasks, types of listening tasks, strategies to improve listening accuracy and understanding, and methods to encourage reflection and evaluation of listening performance.

According to the informant's statement, the incorporation of online tasks in teaching listening within the TBLT model is not considered highly effective. Listening skills often require direct classroom instruction and focused attention, which may be difficult to replicate in an online setting. However, online tasks can still be used to support listening instruction by providing materials or topics for students to engage with and complete related tasks, such as comprehension questions or summarizing information.

The informant mentions that specific types of listening tasks may not be extensively used in the TBLT model at MAN 1 Parepare. This suggests that the focus on developing listening skills may be limited within the model, potentially due to the challenges of designing and implementing specific tasks for listening.

Strategies employed to improve students' listening accuracy and understanding in the TBLT model include utilizing speaking activities for listening comprehension. By engaging in speaking exercises, such as discussions or role-plays, students actively participate in listening to spoken language and responding or interacting with it. This strategy enhances their ability to understand spoken English in meaningful contexts.

5. CONCLUSION

According to the finding and discussion above, the conclusion can be explained that The Model of Online Task Based Language Teaching (TBLT) in teaching reading at MAN 1 Parepare optimized online platforms which diverse reading materials and collaborative tasks to enhance students' reading skills which improve reading comprehension conducted from internet and media sources related to the students' real-life situation. The Model of Online Task Based Language Teaching (TBLT) in teaching Speaking at MAN 1 Parepare TBLT prioritizes the development of speaking skills through various strategies which students are assigned speaking tasks that reflect real-situation communication such as buyer-seller interactions or dialogues between family members and students encouraged to find speaking texts in their own task for collaborative speaking activities at classroom related to the real situation. The Model of Online Task Based Language Teaching (TBLT) in teaching writing at MAN 1 Parepare providing students with engaging and meaningful writing experiences from many sources while students freely to get any writing text including descriptive writing and procedural texts related to the real situation. The Model of Online Task Based Language Teaching (TBLT. in teaching Listening at MAN 1 Parepare faces challenges in conducted specific listening task because listening task must optimized certain audio which hard to be implemented in Online Task Based Language Teaching (TBLT) which related to the real situation of the students.

6. RECOMMENDATION

The researchers also encouraged the following statements based on the findings, discussion, and conclusion.

English Teacher are suggested provide guidance and support for students to find and select relevant reading materials that reflect real-life situations. Help them navigate online sources, evaluate the credibility of information, and develop critical reading skills.

Students are suggested to actively participate in collaborative tasks and discussions for Online Task Based Language Teaching (TBLT).

Next Researcher are suggested investigate the effectiveness of online platforms and resources in promoting reading skills and comprehension within the TBLT model. Explore different online tools and platforms that can enhance reading instruction and analyze their impact on students' reading abilities

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