

THE INFLUENCE OF USING TASK-BASED LEARNING (TBL) TOWARDS TEACHING PROFESSIONAL MANAGEMENT AND LEADERSHIP

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ABSTRACT

TBL (Task-Based Learning) which was applied in an English class to improve students' academic reading achievement which gives influence to teaching professional management and leadership. It was a result of classroom action research which was conducted by three cycles of teaching learning process to 42 students in Faculty of Letters Ahmad Dahlan University Yogyakarta Indonesia academic year 2010/2011. The objectives of the research were: (1) Can TBL improve the students' academic reading achievement; (2) Are there some influences of using TBL toward teaching professional management and leadership; (3) some benefits of using TBL in the teaching learning process. TBL is used because learning using task-based learning method consists of the process of working class, which makes learners can master, harness, using the target language with the main purpose to control the meaning or significance of the mastery of the form. Task focused on learning languages and performed in a single process in the classroom to produce a product or output that increased academic English reading achievement. Learning actions implemented through three cycles of action, each cycle of cycle 1, cycle 2, and cycle 3 using evaluation and reflection to look for the strengths and weaknesses as a basis for consideration in the next cycle. The activities were analysis, fact-finding, conceptualization, planning, implementation, additional fact-finding, evaluation, and reflection. Naturalistic approach by using the technique of "participant-observation" of the development of ethnographic which was done collaboratively, as well as incorporate the characteristics of the case study methodology of Belanger. So there was a rolling process from cycle to cycle, until the end, and there were some side effects. Its essence was to solve problems encountered in the learning process and improve the system, so there were changes such as increasing the low reading achievement of the students in English Letters Department Faculty of Letters, University of Ahmad Dahlan Yogyakarta. The results (Noer Doddy Irmawati, 2012) showed some significant discoveries, as follows: (1) increasing the English students' academic reading achievement, (2) increasing the intensity and awareness of significant learning, (3) changing and improving significantly the students' attitudes, (4) increasing significantly the professionalism of lecturers, (5) increasing motivation and student interest in learning, (6) increasing effectively of communications among students, (7) increasing ability to cooperate, collaborate, and socialize, (8) increasing the ability to understand the vocabulary, grammar, and pronunciation, (9) increasing the ability to analyze the reading aspect of reading academic purposes, (10) increasing the ability to express opinions, ideas, and

suggestions, (11) increasing the discipline and ability to appreciate time, (12) the learning process becoming a means of emotional therapy. All of them can be classified into 5 main themes, namely: (1) The application of TBL improves the English reading academic achievement, (2) It increased the intensity of student learning, (3) It increased personal awareness of attitude and professionalism, (4) It increased in social skills and (5) It increased in leadership, exemplary and moral values. There were also the strengths and weaknesses of using TBL in the teaching-learning process of academic reading. So there were some influences of using TBL toward teaching professional management and leadership.

Keywords: *Task-Based Learning, Teaching Professional, Management and Leadership*

INTRODUCTION

In connection with the development of science, times, era and the rapid technological developments nowadays, the author was intrigued and felt the need to present the results of research some time ago which are still relevant to be shown, used and subsequently applied in everyday life in the form of teaching professional management and leadership.

Therefore the current paper presentation in a seminar organized by the Institute Aminuddin Baki on 19-21 November 2013 in Genting Island, entitled: "The Influence of Using Task Based Learning (TBL) Toward Teaching Professional Management and Leadership" is presented as a suitable and a good topic.

The problems which will be discussed in this paper are: (1) Can TBL improve the students' academic reading achievement, (2) Are there some Influences of using TBL toward teaching professional management and leadership, (3) some benefits of using TBL in the teaching learning process.

Task-Based Learning (TBL) and its application in Learning Language

In answering the above problems, it is needed to discuss what TBL is. TBL is a learning activity that uses a task-based learning approach. Task focuses on learning languages and performed in a single process in the classroom to produce a product or output which increased achievement is. Task as a process refers to what is supposed to be made or done in the classroom. Task as work plans refers to the learning activities in which a task will be reserved. Task as an outcome refers to activities or learning that has actually done as a result of the execution of the task.

A task is an activity that suggest and ask learners to use the language with an emphasis on the meaning to achieve the goals/objectives (Bygate, Skehan, and Swain, 2001: 11). From the point of view of learning and teaching, a task is an activity, susceptible to brief or extended pedagogic intervention, which ask and encourages learners to use the language with an emphasis on the meaning/significance to achieve

the goal. Task formulation is used to analyze the tasks itself. Nunan (1989a: 10) gave the definition who said that task was a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

TBL is expected to increase academic achievement in English reading ability of students because students will actively seek to understand the meaning contained in the text of English-language literature, and in the end, they want and try to communicate in English. Applying task-based learning means that there is one class of work processes that make the student can master, harness, using the target language with the main purpose to control the meaning or significance of the mastery of the form.

Increasing achievement means feat and also increase the ability of English language skills. The performance improvement will have a positive effect such as increasing the quality of HR (Human Resources) that can cope Crisis Multi Dimensional, able to compete facing the development of science, technology and communication, superior, reliable, qualified, able to greet the changing times which is always rolling, capable face the challenges of the future and able to perform professionally. In the teaching-learning process activity there will be increasing impact of professional teaching management and leadership. In addition, some benefits of using TBL in the learning process can be obtained. Shortcomings of using TBL will also find that how to solve it also will be available to the next which can be used in the learning process. Not only that; increased leadership can also be achieved, due to the application of TBL to give effect to an increase in leadership for both learners and teachers.

Learning a language is a process that is a series of processes to develop the four language skills: (a) reading; (b) listening or hearing; (c) speaking; and (d) writing. In language learning, language is a tool for expressing meaning (ideas, thoughts, opinions, and feelings). Widdowson (1987: 27) stated that learning a language means learning to ask, inform, praise, rule, say hello and others in the target language. In the context of PBM, a student attempts to learn a language can take the form of four activities, namely: reproduction, simulation, construction, and appreciation.

According to Richards (1993: 11-13) there are some factors that can influence the success of language program such as socio-cultural factors, learning styles and teaching, and learning factors. Further it is said that the process of language learning and teaching is not an activity that takes place in a short time, but something that requires quite a long time in which learners and teachers together to achieve a particular goal. Clearly here there is a process that takes place.

According to Brown (2001: 1), the most important factor in learning is the learners themselves. Learners' factors include things that relate to age, motivation,

opportunity, talent, perseverance, attitude, strategy, courage to practice, and so on. Besides the factor of learning and teaching styles, strategy plays a very important. Four points are interconnected, namely: strategy, understanding of language, English language curriculum, and alternative methods, which need to be thoroughly understood in order to give a good insight to the students and to the faculty in order to develop strategies to the better learning result.

Mark McKinnon and Nicky Rigby (2005) said that: Task-based learning offers the students an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects the real life and learner's focus on meaning; they are free to use any language they want.

Task roles can be viewed from two perspectives: pedagogical and language achievement. From the perspective of pedagogy, the task is used as a method to animate interactions in the classroom so that learners can use language and express the meaning / significance through the task appropriately, while when seen from the perspective of language achievement, the task used in response to interactions, produce output, or the negotiation of meaning / the meaning of the learners where they are in the process of success, accomplishment, achievement or mastery of what to target (Bygate, Skehan, Swain, 2001: 3).

Scrivener (2005) classified that task-based learning is a learning which is being authentic (original) and followed by the structure of the task/assignment. Each task will be arranged into the following manner: (1) Pre-task activity an introduction to the topic and task, given the initial task meant as an introduction to the topic and task, (2) Task cycle: Task> Planning> Report, and (3) Language Focus and Feedback.

Some types of task which are applied in the research are appropriate which suitable with the appropriate level of achievement that is also suitable for learners in intermediate level/advanced. For example: a task which is designed to a) encourage learners to send information to other learners, b) encourage learners to be able to exchange/share information with each other, c) have the goal of convergence and divergence; d) prepare a correct answer or more.

According to McKinnon and Nicky Rigby (2005), Scrivener (2005), and Willis (1996), TBL phase that can be used as references in preparing the task is a task which is prepared based on the identification of the needs of students based on need analysis. Its primary focus is the provision of task and language as an instrument to be used by students and the task can be viewed as an activity or activities that must be performed. Finally, the feedback is also needed.

THEORETICAL STUDY

Achievement and Evaluation

Bower (1994: 97) said that the achievement is a result that has been achieved than has been done, done, and so on. Academic achievement is the results of lessons learned from schooling activities that are affective, cognitive and psychomotor are usually determined through measurement and assessment. Learning achievement is the acquisition of knowledge or skills developed by the subjects, usually indicated by test scores or numerical value is assigned by the lecturer.

Further, Bower in his book *Theories of Learning* (1994: 127), said that the achievement can be measured with respect to time and the following terminologies:

- a. Appropriate (meaning right, proper, suitable, feasible) for example to provide or define the best ways to achieve the goals to be achieved.
- b. Efficient (efficient) that can utilize properly and carefully uses time and other resources to achieve goals.
- c. Effective (ineffective) the degree to which the target actually achieved or accomplished (actually achieved).

Roger Kaufman and Thomas Susan (1980: 127) said that achievement is: A global view of achievement of the teaching and learning process over a period of time, e.g. analysis of the success or failure of a teaching approach, course book, pupil response, motivation, etc.

Evaluation is an overview of the results of an increase in PBM (teaching and learning process) within a certain time. Evaluation of student learning is a systematic process that has a significant role in effective teaching. Evaluation, as they relate to teaching, starting with the identification of the expected learning outcomes and ends with a justification of the extent to which learning outcomes which has been achieved. H. Douglas Brown (2001: 343) said that, a key to successful evaluation is to get your students to understand that your grades, scores, and other comments are varied forms of feedback from roommates they can all benefit.

According to Roger Kaufman and Thomas Susan (1980: 4), the evaluation is to assess the quality of the process that occurs, if the evaluation is done to determine the right to control the gap between what is happening and should happen. Evaluation was also conducted to gather information on a periodic basis in order to get feedback on student learning. Periodic evaluation to determine the student's progress is called formative evaluation or diagnostic evaluation in process.

R.M. Thomas (1974: 10f) said about the evaluation of student learning outcomes mean determining how adequately pupils have achieved the stated learning objectives, meaning that in order to measure the success or failure of students to

master the teaching materials, evaluations conducted to determine whether students can achieve the objectives that have been formulated the learning objectives. Learning objectives formulated in the form of behavior that can be observed, because it can also be measured using test. There are three series of tests that can be used, namely: 1) A series of tests for pretest, 2) A series of tests for formative or diagnostic tests in process evaluation, and 3) A series of test to post-test or final or summative evaluation.

Evaluation and achievement are two important factors that affect the quality of Teaching-Learning Process. Evaluation is not only to determine the extent students have mastered the subject matter, but also can be used as feedback to improve the quality of Teaching-Learning Process, and supports other aspects of the learning process. Evaluation can help both students and lecturers in assessing readiness to learn, monitor learning progress, diagnose learning difficulties, and evaluating the success of Teaching-Learning Process.

Professional and Leadership

A professional is someone who has completed formal education and training in one or more profession. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform the role of that profession. In addition, most professionals are subject to strict codes of conduct enshrining rigorous ethical and moral obligations. Professional standards of practice and ethics for a particular field are typically agreed upon and maintained through widely recognized professional associations. Some definitions of professional limit this term to those professions that serves some important aspect of public interest and the general good of society (Sullivan & William M, 2005: 17).

The main criterion for professionalism includes the following:

- 1) Expert and specialized knowledge in field which one is practising professionally (Sullivan & William M., 2005: 24).
- 2) Excellent manual/practical and literary skills in relation to profession (Gardner, 2005: 13).
- 3) High quality work in, for example: creations, products, services, presentations, consultancy, primary/other research, administrative, marketing, photography or other work endeavours.
- 4) A high standard of professional ethics, behaviour and work activities while carrying out one's profession (as an employee, self-employed person, career, enterprise, business, company, or partnership/associate/colleague, etc.). The professional owes a higher duty to a client, often a privilege of confidentiality, as well as a duty not to abandon a genuine client just because he or she may not be able to pay or remunerate the professional. Often the professional is required to put the interest of the client ahead of his own interests.
- 5) Reasonable work morale and motivation. Having interest and desire to do a job well as holding positive attitude towards the profession are important elements in attaining a high level of professionalism.

- 6) Appropriate treatment of relationships with colleagues. Consideration should be shown to elderly, junior or inexperienced colleagues, as well as those with special needs. An example must be set to perpetuate the attitude of one's business without doing it harms.
- 7) A professional is an expert who is a master in a specific type of profession.

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task" (George J.M., 2000: 1030), although there are alternative definitions of leadership. For example, some understand a leader simply as somebody whom people follow or as somebody who guides or directs others, while others define leadership as "organizing a group of people to achieve a common goal".

Leadership can be perceived as a particularly emotion-laden process, with emotions entwined with the social influence process (S. Cote & R. Saavedra, 2005: 297). In an organization, the leader's mood has some effects on his/her group. These effects can be described in three levels (J.E Bono & R. Ilies, 2006: 323).

- 1) The mood of individual group members. Group members with leaders in a positive mood experience more positive mood than do group members with leaders in a negative mood. The leaders transmit their moods to other group members through the mechanism of emotional contagion. Mood contagion may be one of the psychological mechanisms by which charismatic leaders influence followers.
- 2) The affective tone of the group. Group affective tone represents the consistent or homogeneous affective reactions within a group. Group affective tone is an aggregate of the moods of the individual members of the group and refers to mood at the group level of analysis. Groups with leaders in a positive mood have a more positive affective tone than do groups with leaders in a negative mood.
- 3) Group processes like coordination, effort expenditure, and task strategy. Public expressions of mood impact how group members think and act. When people experience and express mood, they send signals to others. Leaders signal their goals, intentions, and attitudes through their expressions of moods. For example, expressions of positive moods by leaders signal that leaders deem progress toward goals to be good. The group members respond to those signals cognitively and behaviourally in ways that are reflected in the group processes.

G.L. Stewart & C.C. Manz (1995: 757) have brought critical thinking to the very concept of leadership and have provided an analysis that asserts that people abrogate their responsibility to think and will actions for themselves. While the conventional view of leadership is rather satisfying to people who "want to be told what to do", these critics say that one should question why they are being subjected to a will or intellect other than their own if the leader is not a Subject Matter Expert (SME).

According to P.J. Montana & B.H. Charnov (2008: 253), Leadership is innate which is determined by distinctive dispositional characteristics present at birth (e.g., extraversion; intelligence; ingenuity). However, according to Forsyth (2009) there is

evidence to show that leadership also develops through hard work and careful observation. Thus, effective leadership can result from nature (i.e., innate talents) as well as nurture (i.e., acquired skills).

Leadership is possessing power over others. Although leadership is certainly a form of power, it is not demarcated by power *over* people – rather, it is a power *with* people that exists as a reciprocal relationship between a leader and his/her followers (Forsyth, 2009). Despite popular belief, the use of manipulation, coercion, and domination to influence others is not a requirement for leadership. In actuality, individuals who seek group consent and strive to act in the best interests of others can also become effective leaders (e.g., class president; court judge).

Setting and Procedures of Research

TBL is used as learning methods which is applied in the classroom by giving action (it is called classroom action research). The goal is to solve the problems found in the field of learning. The step of research refers to the action research of Kemmis and Mc Taggart (1990: 11) model. The action research spiral process includes planning, action, observation and reflection. Learning actions implemented through cycles of action for three cycles. Each cycle of evaluation and reflection to look for the strengths and weaknesses which are used as a basis for consideration in the next cycle. Additionally naturalistic approach by using the technique of "participant-observation" of the development of ethnographic and done collaboratively, as well as incorporate the characteristics of the case study methodology (Richards, 1997: 37). A set of activity in the first cycle, second cycle and third cycle is comprehensive and consists of analysis, fact-finding, conceptualization, planning, implementation, additional fact-finding, evaluation, and reflection (Sanford, 1970: 4).

Research was conducted in English Department Faculty of Letters, University of Ahmad Dahlan, Jln. Pramuka 42 Yogyakarta, January to November 2012, in a studio, with 30 students and has been prepared with OHP, LCD, White Board, Screen, markers that can be used as a medium of learning. It was done in 10 months effective with details of activities as follows: December 2011-January 2012 early planning, January 2012 submitted research proposal. Carrying out preparatory research in February, and coordinating the implementation of the action/follow-up. March to April 2012 implemented the activity of Cycle I. May and June 2012 the implementation of Cycle II. Cycle III was conducted in July to August 2012. Preparation of reports began in late August to September 2012. Evaluation the progress of the implementation of the research was carried out in September 2012. Seminar in English letters and revision was conducted in August 2012. Reports completed and submitted by the end of November 2012.

There are four things in research studies, which can be revealed by the research findings, namely (1) describe the results of the application of TBL method, (2) describe the intensity level of student learning, (3) describe the strengths and weaknesses of TBL models, and (4) describe how to overcome the weaknesses / shortcomings.

According to what Richard said (1997: 53) about TBL: "... any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task, 'Task' is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations a decision making”.

Means that: TBL is a work planning, process, and output (outcome). Task on TBL, as work plans refers to the learning activities in which a task will be reserved. Task on TBL, the process refers to what is supposed to be made or done in the classroom. Task on TBL, as the outcome of learning refers to activities or who have actually done as a result of the execution of the task.

In this study, the application of TBL poured in three cycles, with each of the four main steps, namely (1) planning, (2) action, (3) observation, and (4) reflection. All steps are carried out thoroughly and carefully observed for either outcome sought in the form of goodness and shortcomings, then reviewed and conducted repairs to obtain maximum results.

1. Planning the following activities:
 - a. TBL socializes.
 - b. Preparing Syllabus.
 - c. Setting up a Learning Plan.
 - d. Preparing teaching materials.
 - e. Preparing learning tasks.
 - f. Setting up rules using the TBL learning.
 - g. Preparing instruments for implementing TBL.
 - h. Setting up the pre-test and post-test items for every cycle.
 - i. Preparing the implementation of TBL by using the observation sheet.
 - j. Setting up the instruments of learning outcomes assessments seeing the effective aspects
 - k. Setting up the instruments of learning outcomes assessments seeing the psychomotor aspects.

10 ITEMS OF TBL INSTRUMENT’S IMPLEMENTATION WITH 28 INDICATORS

- a) *Classifying*: (1) preparing class, (2) preparing objectives,
- b) *Predicting*: (3) learning material, (4) learning system, (5) learning strategy,
- c) *Influencing Result (introducing)*: (6) supervising the students to find problems, (7) supervising students to do observation,
- d) *Taking note*: (8) giving task, (9) giving opportunity to finish the task,
- e) *Mapping Concept*: (10) giving opportunity to the students in presenting their result of their work.,

- f) *Questioning*: (11) there is a condition of giving question in between students, (12) there is a question situation between lecturer and students, (13) there is a question situation between students and lecturer, (14) there is a question situation between students and the model,
- g) *Personalizing*: (15) forming learning group, (16) there is sharing condition, (17) creating two ways communication.
- h) *Brainstorming*: (18) there is thinking creativity, (19) thinking creativity in the form of students' work or creativity on academic form,
- i) *Reflecting*: (20) there is reflection, (21) there is students' journal, (22) there is creativity result of the students.
- j) *Authentic assesment*: (23) evaluation which is done along with the activity during the teaching-learning process, (24) measuring performance, (25) measuring not to assest the fact, (26) longlife measurement, (27) integrated measurement, (28) feedback.

2. Action

- a. First meeting, which was done in 90 minutes. Discussing the introduction, the step of teaching learning using TBL as a method and the learning activities. Explaining that TBL has five characteristics: (1) an emphasis on learning to communicate through interaction in the target language, (2) use of authentic learning materials, (3) giving students the opportunity to focus attention on the language and the learning process itself, (4) the expansion of students' personal experiences as an important element that supports learning in the classroom, and (5) efforts to link learning in the classroom and outside the classroom speaking activities. Task in TBL is twofold. First, the target task, which are assumed duties performed outside the classroom students. Second, the pedagogical tasks, the tasks that makes up the core activities in the classroom. This second type of assignment includes a series of tasks designed to achieve the target learning (Nunan, 2004: 1-2).
- b. Second meeting, which was done in 90 minutes, review assignments and lesson last week, question and answer, giving the task to be done, discussed and presented the results. Lecturer gave the assessment to all student activities.
- c. Third meeting, which was done in 90 minutes, discussing the last week assignment, and how to overcome adversity, benefit from the provision of task. Learning activities carried out in three stages: introduction, content with giving the task, the conclusion with the presentation and discussion. Discover the benefits of using TBL, finding the difficulties and obstacles of using TBL and finding the way how to overcome them. Regular assessment conducted by lecturers.
- d. Fourth meeting, which was also done in 90 minutes, reviewing the materials given in the first, second, and third meeting. Solve the student's difficulties and problems of using TBL. The significant improvement of leadership and learning outcomes can be seen.
- e. Fifth meeting, this was also done in 90 minutes. A final test and evaluation of learning were given. There was a change in attitude and performance.

3. Observation

Observations were carried out to study the effect of using TBL actions with the observation, participating, in-depth interviews, questionnaires, documents analysis, working papers, journals, and tests. Based on the observations, an increase can be seen, such as in:

- a. Learning achievement
- b. The intensity and consciousness of learning
- c. Leadership attitude
- d. Lecturer for a more professional awareness
- e. Students' Motivation and Interest in Learning
- f. Communication between student-lecturer-student

Table 1: *The result of Pre-Test and Post-Test in Cycle 1,2,3*

| Score | Test in Cycle 1 | | Test in Cycle 2 | | Test in Cycle 3 | |
|---------|-----------------|-----------|-----------------|-----------|-----------------|-----------|
| | Pre Test | Post Test | Pre Test | Post Test | Pre Test | Post Test |
| Lowest | 48 | 43 | 52 | 56 | 58 | 58 |
| Highest | 72 | 83 | 81 | 79 | 78 | 88 |
| Mean | 57,41 | 65,22 | 62,30 | 70,60 | 69,86 | 79 |

4. Reflection

Achievement in cycle 1 increased 7.81 points (57.41 to 65.22). Similarly, there was a significant increase in cycle 2 (8.30 points) and cycle 3 (9.14 points). Students' leadership attitude Increased. There were improvements on environment responsibility, more caring, polite, and able to respect others. Their performance was also improved: they are more diligent, more active, better, broader opinions, more efficient in using time. Their appearance was more confident. Lecturer and students were more professional. It was supported by the ability that they were patience, communicative, using effective approach, hard working, responsive, more creative and innovative.

RESEARCH FINDINGS

J.B. Carroll (1993: 17) said about the development of professionalism: "Self-awareness is at the core of profesional development. It means that by knowing who you are and what you enjoy doing, and being able to recognize your skills, strengths and weaknesses, as well as your effect on other people, it provides a baseline from which to boost your career potential. The more you know, the more effectively you can adapt what you do".

In the concept of professional development, personal awareness is very important and absolutely necessary. Sullivan (2005: 23) commented on the awareness component of professional development, who said: "I cannot make an informed choice unless I am aware that one exists. Awareness requires that I give attention to some aspects of my behavior or the situation I find myself in. Once that aspect

my attention, I must also view it with detachment, with objectivity, for only then will I become aware of alternative ways of behaving, or alternative ways of viewing the situation, and only then will I have a choice to make”.

Furthermore, Sullivan (2005: 27) described (1) awareness, (2) attitudes, (3) skills, and (4) knowledge.

1. Awareness serves the function of triggering our attention to attitude, skills, and knowledge.
2. Attitude is described as a ”stance toward self, activity, and others”.
3. Skills, which constitutes ”the how of teaching”, include our methods, techniques, activities, materials, and other tools.
4. Knowledge embodies ”the what teaching”, which includes our subject matter and our knowledge of the students, as well as the socio-cultural and institutional context.

Talking about professionalism means talking about the incredible success to have special features, such as: being able to teach well, perfect, and flawless and without error. Learning variables that faced by a professional lecturer is the change, such as changes in methodology, increased performance capabilities, curriculum, have an interest in the whole process of learning, learning materials, the spirit of learning, learning seriousness, and responsibility for learning success.

A leadership competency, **the first role is facilitator**. As a facilitator, as suggested by George J. M (2000: 1035) including: (1) introduce the session, (2) encourage discussion, (3) encourage involvement, (4) deal correctly with sensitive issues, (5) build rapport, empathize, (6) avoid being placed in the role of expert, (7) control the rhythm of the meeting, but in an unobtrusive way, (8) take time at the end of the meeting to summarize, check for agreement and thank the participants, and (9) listen for additional comments and spontaneous discussions which occur after the meeting has been closed.

The second role is recorder. The competence of a recorder in the teaching-learning is reflected through the role as the learning process. The recorder is the group’s memory, noting what was said during the discussion, then prioritizes and found keywords, which would be submitted to all members of the group after the meeting. The recorder also has a responsibility to record the lessons’ material learned, and the results of the group discussions in the form of a group notebook. The note of the group should be shared by all group discussions. The results of the discussion must be presented, discussed and submitted in order to know the progress. The recorder is also responsible for representing members of the group who did not follow the discussion, the recorder was also responsible for the overall group results.

In conjunction with the duties as recorder, he should be able to record everything which is generated in the discussions, including (1) the date, time, place for discussion, (2) name and characteristics of participants, (3) an overview of the discussions, what are the occurs, the spirit of the participants who follow the

discussion, (4) participants' opinions, and the ideas which are presented, (5) emotional aspects that occur during the discussion, (6) the vocabulary used, especially in doing the tasks using TBL method, how to develop questions, how to answer, (7) spontaneous things that are relevant to the subject. To meet the competencies of the recorder it is sought the tape recorder, and if it is implemented by people, it is better done by two people who should be in charge to note everything which always happened.

Leadership competence is also reflected through the recorder task, even in a supporting role as a facilitator. The things that happen and it should be noted are: (1) failure of the participants to comment, (2) the failure of the talks on topic, which often appear outside the conversation strayed to the topic.

The third role is leadership. Leadership is reflected by the performance of one's when he led the group. It is different with facilitator and recorder, a leader plays an active role in the discussions. Making design and decision are made by the leader helped by facilitator to make the meeting assisted living; the discussion is active and smooth in order to develop a suitable and appropriate atmosphere. During the meeting, the leader of the group is obliged to master everything, become the decision makers, have power over the activities and success of the meeting. Leaders are expected to address: the conflict, the difficulty of making active discussion, brave and wise in making decision, and lead the discussion so smoothly, active, and well managed.

Yule (1997: 24) outlines the process to produce exemplary effectiveness. Yule's theory focuses on two dimensions, namely: "the identification of referent dimension", and "the role-taking dimension". According to this theory, effective role models should reflect both dimensions. The first dimension is the ability to identify clues. The second dimension suggests how to dominate the other person. Everyone needs the ability to see the perspective of talking with, making arguments, and actively present in the delivery of feedback. Indicators related to emotional intelligence (EI) have a significant impact and can enhance the ability of exemplary leadership.

Moral aspect is marked by several indicators such as emotional awareness, patience, self-confidence, self-control, adaptability, ability to motivate self and others, responsibility, optimism, have initiative, recognize the feelings of others, respect for self and another, trustworthy, and others. All indicators had been closely associated with EI. EI can be categorized as a component of skills and abilities, such as initiative, know how to respect others, reliable power, which affects the ability of self-discipline that influences individual person in facing the environmental stresses.

CONCLUSION

The results showed that there are 5 key themes of discovery that the application of TBL increased: (1) achievement: the ability to express opinions, ideas and

suggestions; (2) Intensity: awareness and interest in learning, (3) professionalism: attitude, personal awareness, motivation, and appreciate the time, (4) communication: social skills, cooperation, and collaboration, (5) leadership: exemplary and moral values.

Besides that, it can be found that TBL in its application has several advantages: (1) increasing motivation, interest and willingness to participate in learning, it is proven by the improvement of cognitive, affective and psychomotor aspects of learning outcome; (2) changing the students' attitude to be more positive; (3) making students active in speaking English; (4) enhancing cooperation in the group discussions and learning activities; (5) increasing the intensity of students' learning, they are more diligent in attending classes and doing the tasks given; (6) raising awareness to learn to be more enterprising and serious; (7) improving relationships, togetherness, active communication, brainstorming, partnerships, the atmosphere of mutual respect, mutual openness, exchange of ideas, and mutual trust; (8) improving their understanding of learning material.

The weaknesses of the application of TBL can also be found, such as: (1) it should be started simultaneously together, then inevitably involved in all learning must go on time; (2) because there is a test at the beginning of each cycle and the final test so students must actively seek and continue to go to college; (3) it made a weak student become more lazy, bored, and sometimes desperate; (4) making the students who have less motivation in learning become a stowaway success; (5) students who are selfish make other students emotional and the atmosphere of learning becoming not conducive; (6) Dictionary makes and causes the lack of time to learn; (7) it can make the students less tense and not relax; (8) it can create stress and frustration if they cannot follow the learning process.

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