Exploring EFL Teachers' Perception of Pedagogical Task

Erwin Pohan, Muhammad Candra
English Education Study Program
Universitas Maritim Raja Ali Haji
Tanjungpinang, Indonesia
epohan08@yahoo.com

Suhardi Suhardi
Indonesian Language and Art Education Study Program
Universitas Maritim Raja Ali Haji
Tanjungpinang, Indonesia
suhardi.pt@gmail.com

Abstract—**Pedagogic competence is one of the competences that should be owned, comprehended, and mastered by teachers and lecturers to conducting professional job in Indonesian context and Bintan Regency particularly. It can be seen from their ability to help students to practice target language through pedagogical task. Therefore, the purpose is to explore the cognition, beliefs, and practice of state junior high school of English as a foreign language (EFL) teachers of pedagogical tasks in the classroom. The focus is on the cognition of the EFL teachers of pedagogical task in their classroom; the beliefs of EFL teachers of pedagogical task in the classroom; the practices of EFL teachers of pedagogical tasks in the classroom. The study is descriptive quantitative with survey method. The data will be collected through questionnaires for pedagogical task. The data will be analyzed with Likert scale through interpreting the data of cognition, beliefs, and practice of pedagogical task gathered from questionnaires. The findings showed that the teachers had good enough cognition, positive point of view and reasons to or not to use the pedagogical task in their EFL classroom. The teachers have had awareness of pedagogical task to try this in their teaching practice.**

Keywords—*EFL teacher; pedagogical task; teacher's competence*

I. INTRODUCTION

The study of approaches in English language teaching (ELT) has been being studied and developed either in native countries or non-native/foreign countries of English. They are task-based instruction, task-based curriculum, task-based syllabuses, task-based language teaching (TBLT), task-based pedagogy, etc. The orientation of the study can be focused on teachers' and or learners' perceptions, cognition, beliefs, and competence to employ the approach in the classroom [1-7]. The outcome is to know those deeply and improve the teachers' and learners' competence and performance about the use of real-world or target language (TL) in the real-life communication. To realize the TL in the classroom, it can be done through implementing pedagogical task [8,9]. Pedagogical tasks "refer to uses of language in the world beyond the classroom; involve communicative language use in which the user's attention is focused on meaning rather than grammatical form; and those that occur in the classroom" [8]. So, the task is the core and the basis of the realization those approaches during the teaching and learning processes.

In fact, some studies showed that most of EFL teachers had low perception, cognition, beliefs, and practice the pedagogical task as the part of TBLT. They did not know enough about the definition of task and pedagogical task. It could be seen from their inconsistent answer on the questionnaire and the interview. Also, their beliefs were not strong enough so that they were not consistent to practice it. Sometimes, they used it and traditional way in the other [3-5,10,11].

Based on the theoretical and problems backgroud above, they indicate the pedagogical task is one of the effective teaching approach to improve the students' ability to use the target language both inside and or outside of classroom. But, this approach is not adopted and implemented optimally by Indonesian curriculum and the EFL teachers in Bintan Regency particularly. So, it is urgent to be investigated. So, to find out how they comprehend, perceive, and act due to the conceptual of task and pedagogical task communicatively and comprehensively, it can be seen from their responses to the following questions: (1) What are the state junior high schools EFL teachers' cognition of pedagogical task in Bintan Regency? (2) What are the state junior high schools EFL teachers' point of view of pedagogical task in Bintan Regency? (3) According to the state junior high schools EFL teachers in Bintan Regency, do they practice or not the pedagogical task in their classroom?

And, the purpose of the study is to explore the state junior high schools EFL teachers' cognition, beliefs, and practice of pedagogical task in Bintan Regency.

II. METHOD

The study is descriptive quantitative with survey method. The subject of the study is all of the state junior high EFL teachers (60 persons) in Bintan Regency. There sample of the study is 39 of 60 teachers (65%). The study will be conducted for eight months (March – October 2018). Data collection will be done through questionnaires. They are used to collect the data of (1) general and demographic information, (2) understanding of task and pedagogical task, (3) the EFL teachers' view on implementing pedagogical task, and (4) their reason to choose or avoid implementing pedagogical task. The data involves conceptual of task and pedagogical task, plan, procedure, assessment, characteristic, components, principles, and design steps. They are the indicators of the EFL teachers'

cognition, beliefs, and practice. The questionnaires contain about the EFL teachers' cognition, beliefs, and practice of pedagogical task. The data will be analyzed with Likert scale. It is related to each item on the questioner and interview. When they are strongly agreeing (SA) = 5 score, agree (A) = 4 score, neutral (N) = 3 score, disagree (D) = 2 score, and strongly disagree (SD) = 1 score. Then, All the teachers who take part in the study will validate and confirm the data before analyzing the data.

III. FINDINGS AND DISCUSSION

A. Findings

Based on the analyzed data, the findings of the study are referred to the research questions. They are (1) What are the state junior high schools EFL teachers' cognition of pedagogical task in Bintan Regency? (2) What are the state junior high schools EFL teachers' beliefs of pedagogical task in Bintan Regency? (3) Are the state junior high schools EFL teachers' practices relevant to the conceptual pedagogical task in Bintan Regency? Before presenting the data gathered, let us see first the general and demographic information of the EFL teachers' cognition, belief, and practice of pedagogical task in Bintan Regency.

Table 1 – 4 show the results of general and demographic information of the participants. In the table 1, the participants were 39 of 60 teachers (65%), female was 26 of 60 or 43.3% and male 13 of 60 (21.6%) from 21 of 28 state junior high schools. There were 5 schools (SMPN 14, 18, 19, 22, and 24) did not participate in the study and 2 schools are not opened yet: SMPN 7 and SMPN 25.

TABLE I. DISTRIBUTION OF GENDER (N=60) AND TEACHING LEVEL (N=21)

Gender	Frequency	Teaching Level	Frequency	%
Male	1	SMPN 1	6	10
Female	5			
Male	2	SMPN 2	3	5
Female	1			
Male	0	SMPN 3	4	6.6
Female	4			
Male	0	SMPN 4	1	1.6
Female	1			
Male	0	SMPN 5	2	3.3
Female	2			
Male	0	SMPN 6	1	1.6
Female	1			
Male	1	SMPN 8	2	3.3
Female	1			
Male	1	SMPN 9	1	1.6
Female	0			
Male	1	SMPN 10	1	1.6
Female	0			
Male	1	SMPN 11	3	5
Female	2			
Male	0	SMPN 12	2	3.3
Female	2			
Male	0	SMPN 13	3	5
Female	3			
Male	1	SMPN 15	1	1.6
Female	0			

Table 1. Cont.

Male	1	SMPN 16	1	1.6
Female	0			
Male	1	SMPN 17	2	3.3
Female	1			
Male	1	SMPN 20	1	1.6
Female	0			
Male	0	SMPN 21	1	2.6
Female	1			
Male	1	SMPN 23	1	1.6
Female	0			
Male	0	SMPN 26	1	1.6
Female	1			
Male	0	SMPN 27	1	1.6
Female	1			
Male	0	SMPN 28	1	1.6
Female	1			
Total	39		39	100

* Male = 13 persons   * Female = 26 persons   *SMPN = 21 schools

In the table 2, most of the JTs' experience of teaching were 19 of 60 (31.6%) 10-20 years. Then, more than 20 years (9 or 15%), and 7 of 60 for 5-9 years or 11.6% and 4 or 6.6% for less than 5 years.

TABLE II. TEACHING TIME EXPERIENCE AMONG ENGLISH LANGUAGE TEACHERS (*N= 60*)

ELT	Experience (years)								F	%
	<5	%	5-9	%	10-20	%	>20	%		
JT	4	6.6	7	11.6	19	31.6	9	15	39	100
Total	4		7		19		9		39	100
%	6.6		11.6		31.6		15			

*JT = Junior High School Teachers *ELT=English Language Teachers

In the table 3, most of the teachers' age from all the junior high schools EFL Teachers were 16 of 60 (26.6%) for 30-39 years old, then 18.3 % or 11 of 60 teachers were 40-49 and more than 50 years old, and the oldest teachers were 11 of 60 (18.3%). In addition, most the teachers from the schools used *KTSP* (2 of 60 or 3.3%), Curriculum 2013 (20 of 60 or 33.37%), and 17 of 60 teachers (28.3%) used both curriculum in their teaching.

TABLE III. DISTRIBUTION OF AGE AND USED CURRICULUM (N = 60)

ELT	Teachers' age								Used Curriculum					
	20-29	%	30-39	%	40-49	%	50+	%	KTSP	%	K-13	%	Both	%
JT	1	1.6	16	26.6	11	18.3	11	18.3	2	3.3	20	33.3	17	28.3
Total	1		16		11		11		2		20		17	
%	1.6		26.6		18.3		18.3		3.3		33.3		28.3	

In the table 4, most of the teacher's educational level from the schools were on Bachelor degree (32 of 60 or 53.3%), Diploma degree (5 of 60 or 8.3%), and Master degree was 2 of 60 or 3.3%, and no Doctoral one. Beside that, there were 28 of 60 teachers (46.6%) from the schools have got teacher certifications, and 11 of 60 or 18.3% have not got yet the certificates.

TABLE IV.   DISTRIBUTION OF EDUCATIONAL LEVEL AND TEACHER SERTIFICATION

ELT	Educational Level								Teacher Certification				F	%
	Dipl	%	Bd	%	Md	%	Dd	%	Yes	%	No	%		
JT	5	8.3	32	53.3	2	5.1	0	0	28	46.6	11	18.3	39	100
Total	5		32		2		0		28		11		39	100
%	8.3		53.3		5.1		0		46.6		18.3			

Dipl = Diploma; Bd = Bachelor degree; Md = Master degree; D = Doctoral degree

1) Teachers' understanding of task and Pedagogical Task (PT): On the table 5 below, the item 1-9, most of the junior high school teachers (JT) were 36 or 60 teachers (60%), had good understanding of conceptual task and pedagogical task. They knew that the task refers to goal oriented, focus on meaning, and defining outcome clearly.

So, in relation to the first research question: What are the state junior high schools EFL teachers' cognition of pedagogical task in Bintan Regency? The results can be seen on the table 5 below.

TABLE V.   THE RESULTS OF THE TEACHERS' UNDERSTANDINGS OF TASK AND PT (N = 60)

Question	Junior High School Teachers (JTs)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1 A task is a communicative goal directed.	17 (28.3%)	21 (35%)	1 (1.6%)	-	-
2. A task involved a primary focus on meaning.	11 (18.3)	25 (41.6)	1 (1.6%)	2 (3.3%)	-
3 A task has a clearly defined outcome.	10 (16.6%)	27 (45%)	2 (3.3%)		-
4 A task has a nonlinguistic outcome.	11 (18.3%)	17 (28.3%)	3 (5%)		-
5 A task is any activity in which the target language is used by the learner.	19 (31.6%)	18 (30%)	2 (3.3%)		-
6 Pedagogical task is consistent with the principles of mmunicative language teaching.	15 (25%)	21 (35%)	2 (3.3%)	1 (1.6%)	-
7 Pedagogical task is based on the student-centered instructional approach	19 (31.6%)	20 (33.3%)		-	-
8 Pedagogical task includes three stages: pre-task, task implementation, and post-task.	14 (23.3%)	24 (40%)	1 (1.6-%)		-
9 Pedagogical task is designed to rehearse and activate acquisition processes inside and outside of classroom	20 (33.3%)	19 (31.6%)			-

2) Teachers' views of Pedagogical Task (PT): Next, in relation to the second research question: What are the the state junior high schools EFL teachers' beliefs of pedagogical task in Bintan Regency?

After knowing about the concept of task and PT, the teachers' position on the implementing PT can be seen on the table 6. On the item 11 and 12, 39 of 60 JT (65%), are the most interested items to be implemented it in their classroom. Then, the second level was item 10, 13, and 17 (63.3%). It is 0,3% only who is disagree. Then, 65 % agrees, it provides a relaxed atmosphere to promote the target language (TL), 85% agrees that it activates leaners' needs and interests, 90% agrees that the development of integrated skills in the classroom can be done through PT (item 11), 65% agrees that it gives much psychological burden to teacher as a facilitator, for the item 12, most of JT (65%) had positive responses that PT gives much psychological burden to teacher as a facilitator, but negative response for ST (62%). Item 10 – 17, most of teachers (JT, 36.7%), had positive responses toward requiring preparation time compared to other approaches, collecting classroom management properly, and the meaningful and purposeful materials based on the real world context.

TABLE VI.   THE RESULTS TO THE TEACHERS' VIEWS OF IMPLEMENTING PT (N = 60)

Question	Junior High School Teachers (JTs)				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10 I have interest in implementing pedagogical task in the classroom.	21 (35%)	17 (28.3%)	1 (1.6%)	-	-
11 Pedagogical task provides a relaxed atmosphere to promote the target language use.	17 (28.3%)	22 (36.6)	-	-	-
12 Pedagogical task activates learners' needs and interests.	22 (36.6)	17 (28.3%)	-	-	-
13 Pedagogical task persues the development of integrated skills in the classroom.	17 (28.3%)	21 (35%)	1 (1.6%)	-	-
14 Pedagogical task gives much pscyhological burden to teacher as a facilitator.	15 (25%)	15 (25%)	5 (8.3%)	4 (6.6%)	-
15 Pedagogical task requires much preparation time compared to other approaches.	10 (16.6%)	21 (35%)	1 (1.6%)	7 (11.6%)	-
16 Pedagogical task is proper for collecting classroom management.	7 (11.6%)	28 (46.6%)	4 (6.6%)	1 (1.6-%)	-
17 Pedagogical task materials should be meaningful and purposeful based on the real-world context.	25 (41.6%)	15 (25%)	1 (1.6-%)	-	-

3) Teachers' reasons to use Pedagogical Task (PT): In response to the third research question, "Are the the state junior high schools EFL teachers' practices relevant to the conceptual pedagogical task in Bintan Regency?"

Section four of the questionnaire contained one yes/no question which was related to this research question. If the respondents answered 'Yes', they had to tick any or all of the five reasons that followed, but if they answered 'No', they had six reasons to choose from.

According to table 7, reason 18, "PT promotes learners' academic progress" was chosen by JT 25 of 60 (41.6%). Reason 19, "PT improves learners' interaction skills" voted by JT 31 of 60 (51.6%). Reason 20, "PT encourages learners' intrinsic motivation" JT 28 of 60 (46.6%). Reason 21, "PT creates a collaborative learning environment" JT 31 of 60 (51.6%); Reason 22, "PT is appropriate for small group work" JT 25 of 60 (41.6%).

Most of the JTs' reasons to use PT were on item no 19 and 21 because of improving learners' interaction skills (51.6%), creating a collaborative learning environment (51.6%), and "PT encourages learners' intrinsic motivation (46.6%).

These findings were accordance with other findings such as [5], most of the teachers were in favor of task-based methods and "appreciate the fact that PT increases learners' motivation and small-group interaction." But, the total numbers of reasons chosen by each participants were fewer than the previous findings found by Jeon and Hahn.

TABLE VII.   TEACHERS' REASONS TO USE THE PT IN THE CLASSROOM (N = 60)

Reason No.	JT (n=39)	
	F	%
18 Pedagogical task promotes learners' academic progress.	25	41.6
19 Pedagogical task improves learners' interaction skills.	31	51.6
20 Pedagogical task encourages learners' intrinsic motivation.	28	46.6
21 Pedagogical task creates a collaborative learning environment.	31	51.6
22 Pedagogical task is appropriate for small group work.	25	41.6
23 If you have other reasons, please write them down.	-	

4) Teachers' reasons to not use Pedagogical Task (PT): It can be seen in table 8 that item no 24-29 were chosen by 19 of 60 (31.6%) as the reason not to use PT in the classroom. Meanwhile, on the real answered questionnaires, there were only 11 of 60 (18.3%) who answered "No" or did not use PT in the classroom. So, there were 8 teachers who answered both "yes" and "no" on the questionnaires. It meant that they were still confused or did not know the instruction. Reason 26 and 29 were voted by 8 of 60 (13.3%) avoided PT because of "large class size is an obstacle to use task-based method" and "have very little knowledge of PT". It means the teacher thought that those were logical reasons to avoid implementing PT in the classroom. And the item no 24, 25, 27, and 28 were voted by 11 of 60 (18.3%) as the reasons to avoid the PT in their classroom.

TABLE VIII.   TEACHERS' REASONS TO NOT USE PEDAGOGICAL TASK (PT) IN THE CLASSROOM (*N = 60*)

Reason No.	JT (n=39)	
	F	%
24 Students are not used to task-based learning.	3	5
25 Materials in textbooks are not proper for using pedagogical task.	3	5
26 Large class size is an obstacle to use task-based method.	4	6.6
27 I have difficulty in assessing learner's task-based performance.	3	5
28 I have limited target language proficiency.	2	3.3
29 I have very little knowledge of task-based instruction.	4	6.6
30 If you have other reasons, please write them down.	-	-

B. Discussions

1) Teachers' understanding of task and Pedagogical Task (PT): On the item 1-9, most of the junior high school teachers (JTs) were 36 or 60 teachers (60%), had good understanding of conceptual task and pedagogical task. They knew that the task refers to goal oriented, focus on meaning, and defining outcome clearly. Task can be defined as the communicative act: beginning, middle, and end; a piece of classroom work [8]; a work plan [12]; central component of PT [13]; closely related to real-world activities [14] with focus on meaning on Espinar and Baxter [7]; a clear goal or outcome, the use of language in authentic non-pedagogical context; not a single grammatical structure but a non-linguistic outcome [8,13].

So, in relation to the first research question: What are the state junior high schools EFL teachers' cognition of pedagogical task in Bintan Regency?

Almost all of the teachers may have good understandings of task and PT concepts with 15% for undecided and disagree. Classroom observation and interview are needed to know more about their understandings comprehensively because the data was taken from the questionnaire.

And, these findings are almost the same with previous findings that have shown that the teachers at *SMP Negeri* have known about the practical understandings of the key concept of TBLT [5]. This finding also supports the findings of the study conducted by Jeon and Hahn who examined EFL teachers' perceptions of PT at Korean secondary school classroom [5]. Tabatatei and Hadi with studied "Iranian EFL teachers' perceptions of task-based language pedagogy. The results showed that the teachers had a positive attitude towards PT [2].

2) Teachers' views of Pedagogical Task (PT): Next, in relation to the second research question, "What are the the state junior high schools EFL teachers' beliefs of pedagogical task in Bintan Regency?"

Focusing on the second research question which investigated the teachers' views of implementing PT. The results (item 10-17) showed that most of teachers had a positive view on implementing PT as an instructional approach in the classroom practice. The finding consistent with the previous study [5], most of them like to implement with rather hesitated to adopt it in the actual use task in the classroom. It

might be true that they still used teacher-centered approach and tried to apply PT in the classroom.

3) Teachers' reasons to use Pedagogical Task (PT): In response to the third research question: "Are the the state junior high schools EFL teachers' practices relevant to the conceptual pedagogical task in Bintan Regency?"

Most of the JTs' reasons to use PT were on item no 19 and 21 because of improving learners' interaction skills (51.6%), creating a collaborative learning environment (51.6%), and "PT encourages learners' intrinsic motivation (46.6%).

These findings were accordance with other findings such as Jeon and Hahn, most of the teachers were in favor of task-based methods and "appreciate the fact that PT increases learners' motivation and small-group interaction" [5]. But, the total numbers of reasons chosen by each participants were fewer than the previous findings found by Jeon and Hahn.

4) Teachers' reasons to not use Pedagogical Task (PT): It can be seen in table 8 that item no 24-29 were chosen by 19 of 60 (31.6%) as the reason not to use PT in the classroom. Meanwhile, on the real answered questionnaires, there were only 11 of 60 (18.3%) who answered "No" or did not use PT in the classroom. So, there were 8 teachers who answered both "yes" and "no" on the questionnaires. It meant that they were still confused or did not know the instruction.

The findings were contradicted with Tabatabaei and Hadi where 13 of 51 teachers (25,5%) voted all reasons. However, here was only 1 of 31 teachers (Junior high school teacher) avoided implementing PT. It can be predicted that they might or not know more about PT [2].

IV. CONCLUSION

In Indonesian context, studies of pedagogical task (PT) concepts and implementation are still limited. The teachers do not have a direct contact with native speakers of English to have a reference of how to practice target language inside and outside the classroom. As a result, they are hesitating to use the PT even though they believe that it has some advantages in developing the teachers and learners' communication skills. It can be seen from senior school teachers (ST) who had lower number of reasons to use the PT in the classroom. In other words, most of the teachers have good cognition, belief of the pedagogical task and practiced it without knowing that their activities in the classroom are part of the pedagogical task. they are not familiar yet with the pedagogical task approach in teaching and learning. The findings of the study revealed that most of the teachers in Bintan Regency, Riau Archipelago Province have good enough understandings of task and the PT concepts and a positive attitude towards using the items in the classroom. Only one teacher avoids the PT as an instructional method with reason "large class size is an obstacle to use task-based method" and having a little knowledge of the PT". Ideally, according to their responses, they can create and conduct various communicative tasks in the classroom as the realization of PT concepts (rehearsal, activation activity,

exercise, and communicative activity) Then, their answers of the questionnaire were so ideal towards classroom practice because most of their responses were agree and strongly agree. To make sure the truthfulness of their understandings, positive attitudes/views, and choose or avoid implementing TBLT in the classroom comprehensively, conducting classroom observation and deepen interview are needed.

REFERENCES

[1] H.B. Nguyen and A.H. Nguyen, "Task-Based Vocabulary Instruction At A Vietnamese High School: Students'perceptions," Eur. J. English Lang. Teach., 2018.

[2] O. Tabatabaei and A. Hadi, "Iranian EFL Teachers' Perceptions of Task-Based Language Pedagogy," High. Educ. Soc. Sci., vol. 1, no. 2, pp. 1–9, 2011.

[3] A. Hadi, "Perceptions of task-based language teaching: A study of Iranian EFL learners," English Lang. Teach., vol. 6, no. 1, pp. 103–111, 2013.

[4] C. Xiongyong and M. Samuel, "Perceptions and Implementation of Task-based Language Teaching among Secondary School EFL Teachers in China," Int. J. Bus. Soc., vol. 2, no. 24, pp. 292–302, 2011.

[5] J.W. Jeon, and I.J. Hahn, "Exploring EFL teachers' perceptions of task-based language teaching: A case study of Korean secondary school classroom practice.," Asian EFL J., vol. 8, no. 1, pp. 123–143, 2006.

[6] T. Van Le, "Factors Affecting Task-Based Language Teaching from Teachers ' Perspectives," vol. 2, no. 1, pp. 108–122, 2014.

[7] E. Pohan, E. Andhini, E. Nopitasari, and Y. Levana, "Teachers ' Perceptions of Task-Based Language Teaching in English," 2016, vol. 9, pp. 256–265.

[8] D. Nunan, "Task-Based Language Teaching," Task-Based Lang. Teach., pp. 1–15, 2004.

[9] D. Nunan, "Aspects of Task-Based Syllabus." p. 6, 2001.

[10] R. Barnard and N. G. Viet, "Task-Based Language Teaching (TBLT): A Vietnamese Case Study Using Narrative Frames to Elicit Teachers' Beliefs," Lang. Educ. Asia, vol. 1, no. 1, pp. 77–86, 2010.

[11] S.R. Douglas and M. Kim, "Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context.," TESL Canada J., vol. 31, no. 8, pp. 1–22, 2014.

[12] R. Ellis, "Taking the critics to task: The case for task-based teaching," Proc. CLASIC 2014, pp. 103–177, 2014.

[13] G. Ogilvie and W. Dunn, "Taking teacher education to task: Exploring the role of teacher education in promoting the utilization of task-based language teaching," Lang. Teach. Res., vol. 14, no. 2, pp. 161–181, 2010.

[14] D. Thi and T. Hao, "Task-Based Language Teaching : An Insight into Teacher Practice," vol. 2, no. 4, pp. 126–131, 20.