

COGNISI, KEYAKINAN, DAN PRAKTIK TUGAS PEDAGOGIK: PELATIHAN GURU BAHASA INGGRIS DI KABUPATEN BINTAN

Cognition, Beliefs, And Practice Of Pedagogical Task: EFL Teachers Training In Bintan Regency Context

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ABSTRAK

Tujuan dari program layanan masyarakat (PKM) adalah untuk melatih semua guru bahasa Inggris SMP tentang kognisi, keyakinan, dan praktik tugas pedagogis di Kabupaten Bintan. Sebelum melakukan pelatihan, kognisi, keyakinan, dan praktik tugas pedagogis mereka akan dikumpulkan dengan meminta mereka mengisi formulir kuesioner. Setelah itu, pelatihan intensif tugas pedagogis akan dilakukan oleh dua dosen bahasa Inggris dan tiga mahasiswa Program Studi Pendidikan Bahasa Inggris dari FKIP, Universitas Maritim Raja Ali Haji.. Kemudian, mereka akan mendiskusikan dan mempraktekkan materi yang telah diberikan di kelas: rekan-rekan mereka berpura-pura sebagai siswa. Ketika mereka mendiskusikan dan mempraktekkan materi, para pelatih mengamati dengan daftar pengamatan dan terlibat dalam diskusi untuk memperkuat pemahaman mereka. Selanjutnya, mereka mengisi kuesioner yang sama untuk melihat kemajuan mereka. Data kemajuan mereka akan dianalisis untuk melihat mana yang telah dan tidak dipahami atau berjalan dengan baik. Berdasarkan data tersebut, mereka akan fokus kepada hal yang belum berjalan dengan baik dalam praktik mereka. Pelatih akan ambil bagian lagi dalam observasi dan diskusi dengan mereka. Akhirnya, mereka diminta lagi mengisi kuesioner yang sama untuk melihat kemajuan lengkap mereka. Hasil analisis data menunjukkan bahwa kognisi, keyakinan, dan pelaksanaan tugas pedagogis guru di kelas meningkat.

Kata Kunci: *guru bahasa inggris, Pengabdian Kepada Masyarakat (PKM), tugas pedagogik*

ABSTRACT

The purpose of the community service program (PKM) is to train all junior high school teachers of English about cognition, beliefs, and practice of pedagogical tasks in Bintan Regency. Before doing training, their cognition, beliefs, and practice of pedagogical tasks will be collected by asking them to fill in the form of questionnaires. After that, the intensive training of pedagogical tasks will be done by two English lecturers and three students of FKIP, Universitas Maritim Raja Ali Haji. Then, they will discuss and practice the materials have been given in the classroom: their colleagues are pretended as the students. Next, they will be asked again to fill in the same questionnaires in order to see their progress. The data of their progress will be analyzed to see which one has been and not understood or run well. Based on those data, they will focus on to not running well in their discussion and practice. Finally, they will be asked again to fill in the same

questionnaires in order to see their complete progress. The results showed that their cognition, beliefs, and practice of pedagogical task were improved in the classroom.

Keywords: *EFL teachers, Community Service Program (PKM), pedagogical task*

1. INTRODUCTION

Conceptually, task is the central core or key stone of the implementation of communicative language teaching (CLT), task-based language teaching (TBLT), and constructivism theory (Le, 2014; Littlewood, 2004; Nunan, 2004;). A task is “a communicative act that does not usually have a restrictive focus on a single grammatical structure” (Nunan, 2004). For example, the position of task can be seen from the two terms and levels of TBLT with different approaches such as task-based: linguistic forms are practiced after leaning them and task-supported: use Presentation, Practice, Production (PPP); and philosophical level: TBLT views Second Language Acquisition (SLA) as an organic process - not influenced by formal instruction directly - fostered through the use of meaningful language; and methodological level: students act as the users of language rather than learners with explicit analysis of language structures and forms in completion of TBLT (Ogilvie & Dunn, 2010).

Furthermore, when the teacher wants their students to act communicatively in the classroom which expect them doing the act outside classroom, he or she has to select the target task to be practiced in the classroom. But, if they want to learn and practice the target task in the classroom, he/she can use and give them the pedagogical tasks. A piece of classroom communicative act for helping students to comprehend, manipulate, produce or interact in the target language (TL), mobilize their grammatical knowledge

to express meaning are called pedagogical task (Nunan, 2004). 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” (Nunan, 2004). Then, the successful completion of pedagogical task can be seen from the enabling students “to acquire the skills needed to master real-world target tasks” (Oura, 2001) through activities, exercises, rehearsal and activation (Nunan, 2004). Pedagogical approach can be done through task-based lesson and presentation, practice, and production (PPP) lesson. But, task-based lesson is more effective than PPP. The impact of targeted word forms could be seen in one week after treatment (de la Fuente & Fuente, 2006).

In addition, the English as a foreign language (EFL) teachers should consider the procedure for creating, materials design, and principles of implementing pedagogical task. Procedure for creating task-based instruction can be done through six steps of pedagogical sequence for introducing tasks: (1) create a number of scheme-building tasks that introduce initial vocabulary, language and context for the task. for example, look at newspaper advertisements for renting accommodation; identify key words (some written as abbreviation); and match people with accommodation. (2) give learners controlled practice in the target language vocabulary, structures and functions, for example, listen to a model of conversation between two people discussing

accommodation options and practice the conversation. practice again and using the same conversation model but information from the advertisements in step 1. in the final practice, try to move away from following the conversation model word for word. (3) give learners authentic listening practice, for example, listen to several native speakers inquiring about accommodation and match the conversations with newspaper ads. (4) focus learners on linguistic elements, e.g. grammar and vocabulary, for example, listen again to conversation and note intonation contours. use cue words to write complete questions and answering involving comparatives and superlatives. (5) provide peer practice, for example, pair work: information gap role play. student A plays the part of a potential tenant. make a note of needs and then call rental agent. student B plays the part of a rental agent. use ads to offer partner suitable accommodation. (6) pedagogical task, for example, group work discussion and decision making task. look at a set of advertisement and decide on the most suitable place to rent (Nunan, 2004).

After procedure for creating the task, the materials design of the pedagogical task as the part Task-based language teaching (TBLT) should be arranged in lesson plan into three phases: pre-task, while-task, and post-task with contain particular objective, appropriate content (authentic materials such as viewing materials, visual materials, authentic printed materials, and realia/real-world object), working procedure, and outcome (Ellis, 2014; Nunan, 2004; Oura, 2001). Similarly, One of the teachers' creation of the task can be seen from their ability to design syllabus: selection (lists of linguistic features such as grammar, pronunciation, and vocabulary, experiential content – content and theme), sequencing

and justifications of the content of the curriculum with three essential elements of task-based language teaching (TBLT) such as language data (sample of spoken and written language-without access to data, it is impossible to learn a language), information (experiential information about target language culture, system, process information about how to go about learning the language deductively and inductively), and opportunities for practice: extensive practice through task, exercise, and activity (Nunan, 2004).

Then, procedure and material design should be compatible with principle of conducting the task. There are six principles and practices of TBLT (Mihaela & Alina-Oana, 2015): (1) a needs-based approach to content selection; (2) an emphasis on learning to communicate through interaction in the target language; (3) the introduction of authentic texts into the learning situation; (4) the provision of opportunities for learners to focus not only on language but also on the learning process itself; (5) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning; (6) The linking of classroom language learning with language use outside the classroom. They are in line with theoretical blueprint of experiential learning in TBLT proposed by Kohonen (1992) in (Nunan, 2004), they are as follows:

- 1) Encourage the transformation of knowledge within the learner rather than the transmission of knowledge from the teacher to the learner.
- 2) Encourage learners to participate actively in small, collaborative groups (I see group and pair work as important, although I recognise that there are many contexts where class size makes pair and group work difficult).

- 3) Embrace a holistic attitude towards subject matter rather than a static, atomistic and hierarchical attitude.
- 4) Emphasize process rather than product, learning how to learn, selfinquiry, social and communication skills.
- 5) Encourage self-directed rather than teacher-directed learning.
- 6) Promote intrinsic rather than extrinsic motivation.

It means that the EFL teachers remember and use these while planning, presenting, and evaluating the pedagogical task. So, their cognition about the conceptual of task, pedagogical task, procedural, material design, and principles are very crucial to help the learners can acquire the target language optimally. Of course, it is relevant to their belief dealing with pedagogical task.

According to Yero and Kagan in (Mihaela & Alina-Oana, 2015) stated that "judgments and evaluations we make about ourselves, about others, the world around us, generalization about things, like causality or meaning of specific actions; a simple idea, conscious or unconscious inferred from what a person says or does; conceptualized in the form of tacit assumptions which often are at an unconscious level, about students, classroom processes, and teaching materials used in the classroom" are defined beliefs. Belief is one of an important issue in learning and teaching English. It can influence the teachers' behavior to decide something in relation to their job. "Different pedagogical beliefs affect the teacher's decision making when he is planning and designing educational activities" (Mihaela & Alina-Oana, 2015). The same author also states the study of teachers' self-beliefs and the relationship between reflection and teachers' self-beliefs based on the assumption that "reflection on professional identity will change teachers beliefs about

their own pedagogical behavior" had been done to see the changing of the teachers' pedagogical beliefs. The results showed reflection on one's own pedagogical beliefs lead to change in teaching nuancing, modeling, restructuring, and supporting effective teaching behavior/innovative teaching behavior but not in "their teaching career and the teachers' role". For example, The most common beliefs of teachers (frequency) are (1) teachers are important for education of the society (100%), (2) teachers are a model of moral behavior (35%), (3) teachers are very competent people who train children, therefore the future (28%), (4) in a good school, teachers are dedicated to the job (27%). But, Pedagogical beliefs may not be changed from the projection on their teaching career and teacher's role but to their nuancing and restructuring will result a flexible, appropriate to the context and innovative teaching behavior (Mihaela & Alina-Oana, 2015). So, the EFL teachers' good cognition and positive beliefs to the pedagogical task will contribute to effectiveness of practicing it in the classroom.

Then, the effectiveness of the task in English language teaching done by the teachers should be balanced to what curriculum says and what the actual happens in the classroom. "Effective learning occurs when students are fully engaged in a language task, rather than just learning *about* language. According to (Ellis, 2014), he distinguished between *task-supported* teaching, in which tasks are a means for activating learners' prior L2 knowledge by developing fluency, and *task-based* teaching, in which tasks comprise the foundation of the whole curriculum." The teachers should make sure that their lesson plan is relevant to topic, syllabus, curriculum, and instructional design

principles. For example, task-based syllabus should be based on the three essential element: language data, information, and opportunity for practice (see Nunan, on the previous paragraph). In addition, Teacher, as a main actor for a successful of implementing TBLT, needs to have a good perception of TBLT conceptually. Having a sufficient knowledge about the instructional framework in relation to its plan, procedure, and assessment are very important for teacher who wants to implement TBLT successfully (Jeon, I. J. , & Hahn, 2006). This is in line to Branden (2006) in (Calvert & Sheen, 2015) states that:

“essential for the success of task-based instruction is the ability of teachers to design and implement language learning tasks at an appropriate level of difficulty so that students can engage with and learn effectively from the materials provided.”

The right actual happens of pedagogical task in the classroom must be based on the characteristic of task, component of task, steps in designing program. The EFL teachers should know the three issues well such as five key characteristics of a task: (1) meaning is primary, (2) learners are not given other people's meaning to regurgitate, (3) there is some sort of relationship to comparable real-world activities, (4) task completion has some priority, and (5) the assessment of the task is in terms of outcome. Then, There are six task components (Nunan, 2004): (1) goal, (2) input, (3) procedure, (4) task types, (5) teacher and learner roles, and (6) settings. They also can be used to analyze a task as the approach of language teaching and learning. And, the four steps in designing language programs: (1) select and sequence real-world/target tasks, (2) create pedagogical tasks (rehearsal / activation), (3) identify enabling skills: create

communicative activities and language exercises, (4) sequence and integrate pedagogical tasks, communicative activities and language exercises (Nunan, 2001).

Based on the conceptual above, they have the positive contribution to English language teaching (ELT) theoretically and practically. It can be seen from the studies of the pedagogical task in Asia particularly. Most of the EFL teachers in China, Iran, Korea, Vietnam, Malaysia, Japan, and Indonesia have been being implemented the task at different level of perception, performance quantity and quality (Asriyanti, Sikki, Rahman, Hamra, & Noni, 2013; Carless, 2002; de la Fuente & Fuente, 2006; Farahian & Rezaee, 2012; Jeon, I. J. , & Hahn, 2006; Le, 2014; Lengkanawati, 2005; Lie, 2007; Mauria, 2017; Moser, Harris, & Carle, 2012; Nguyen & Nguyen, 2018; Ogilvie & Dunn, 2010; Pohan, Andhini, Nopitasari, & Levana, 2016; Rahmawati, 2013). For example, according to (Renandya, 2018), based on The English Proficiency Index (EPI) at <https://www.ef.sg/epi/regions/asia/>, the Indonesia EFL teachers' proficiency fall on the tenth level in Asia. The highest till ninth lowest level are Singapore, Malaysia, Philippines, India, Honkong, South Korea, Vietnam, China, and Japan. It means that they are better in cognition, beliefs, and practice of pedagogical task than Indonesia EFL teachers. As a result they are good at practice the target language orally and in written form. For further detail of results can be seen on the references.

So, the ongoing socialization, trainings, and or training about pedagogical task to Indonesia teachers generally and the EFL teachers in Bintan Regency especially are very urgent because they still have low capacity, competence, and performance of it in the English language teaching. It is in

line with Indonesia English teachers still needs to have in-service training to improve their competences (Asriyanti et al., 2013; Lengkanawati, 2005).

2. METODE

The participants of Community Service program (PKM) are 39 state junior high school English teachers in Bintan Regency. Cooperation and coordination with the Chief of Education and Culture Department of Bintan Regency will be done to make sure the place, time schedule, and the participants' presence in the actual program run well. The program starts on April till November 2018 with two trainers (lecturers) and two English students (assistants) of English Education Study Program of FKIP UMRAH. The training will be conducted in an ICT classroom. The trainers prepare and present materials, recorder, camera, questionnaires, list of interview, and list of observation. The students are responsible to check the participants attendance, distributing/submitting the material and questionnaires, taking up documentation. The program will be divided into three phases: pre-training, whilest-training, and post-training. Pre-training involves introduction, filling out the form of questionnaires, and interview. Whilest-training involves presenting, observing, and discussing the materials. Post-training involves presenting, observing, discussing, and filling out the questionnaires, interview (at the end of the program). They are trained for severa meetings in a certain room. Then, they are asked to practice the PT in the own classroom. After that, they are asked to report the progress on CBP of PT in their own class orally and or in written form. Next, sample of classroom observation will be done in their simulation classmates and some in their school. When the program has

finished, they are hoped to continue, develop the use of PT in the classroom in order the students can use the TL inside or outside classroom. The results of the program will be written as the supporting guidance of them in teaching English. Finally, their capacity, competence, and performance of using tas-based approach are increased.

3. RESULTS AND DISCUSSION

Before starting the training of the pedagogical task, the trainer had got some valuable inputs from the teachers. First, he asked them about the name of teaching approach in mastering target language (TL) both inside and outside the classroom. They did not know the approach's name. They just said with "oral and written practice". Second, he asked the them orally about the conceptual of the pedagogical task. Most of them do not know exactly its term and function in learning and teaching. They were only familiar with the meaning of the task in Indonesian language: "*tugas*". Meanwhile, it has a broad and comprehensive meaning in English. All of the one does in the communicative daily life activities are called task. For example, question and answer, role-play, simulation, summarizing, reservation, use telephone, give and ask for permission, express feeling, write personal essay, etc. Third, they realized that some of the tasks types had been employed in the classroom, but they did not know that they were the part of task or pedagogical task. Fourth, in implementing the pedagogical task, the teachers should present the learners with rehearsal, activation activity, exercise, and communicative activity. In this case, the use of exercises and drills were still more dominant in their teaching and learning classroom. Finally, they had ever followed some educational trainings such as curriculum and material development,

learning media, etc., for instance, held by Quality Assurance of Educational Institution (LPMP). After that, when they came back to their schools, they had some difficulties to apply the results of the trainings because of the limited learning and facilities supports. Therefore, they came back to practice their old teaching approach in the classroom. As a result, the learning outcome like the students' ability in using the target language inside and outside the classroom were not optimal.

After attending the training, most of the teachers have got some new information and experiences of the teaching approach like the pedagogical task. They are as follows:

a. Conceptual of pedagogical task

A *Task* is a communicative act that does not usually have a restrictive focus on a single grammatical structure. It also had a non-linguistic outcome.

Real-world or target task: A communicative act we achieve through language in the world outside the classroom.

Pedagogical tasks: A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the language while their attention is principally focused on meaning rather than forms. They have a non-linguistic outcome, and can be divided into rehearsal tasks or activation tasks.

Rehearsal task: A piece of classroom work in which learners rehearse, in class, a communicative act they will carry out outside of the class.

Activation task: A piece of classroom work involving communicative interaction, but NOT one in which learners will be rehearsing for some out-of-class communication. Rather they are

designed to activate the acquisition process.

Enabling skills: Mastery of language systems grammar, pronunciation, vocabulary etc. which ENABLE learners to take part in communicative tasks.

Language exercise: A piece of classroom work focusing learners on, and involving learners in manipulating some aspect of the linguistic system.

Communicative activity: A piece of classroom work involving a focus on a particular linguistic feature but ALSO involving the genuine exchange of meaning.

b. Steps in Designing pedagogical task

c. Creating the conceptual framework of the pedagogical task based on the given material

d. Creating their own pedagogical task based on the used curriculum and syllabus (in a simple one)

e. They get a written guidance of the implementation of pedagogical task (attached)

f. They realized that they were not optimal in learning the theory of learning, teaching approaches, learning method and strategy because their times were wasted for a routine teaching activities and preparing administration of teaching

g. Their written impression, comment, and suggestion dealing with the material and trainer's presentation are attached here

Some of the attachments can be seen below.

1. Mrs. M. N., SMPN 3 Bintan

“The impressions of participants attending the seminar of

cognition, belief, and practice of pedagogical task: EFL teachers training in Bintan Regency context:

“During the seminar, I acquired new information and new experiences of practice of pedagogical task. All acquired information was explicit and interesting. During the seminar, I was informed about the steps of pedagogical task to help teachers in teaching learning process in the class. In the pedagogical task will help students to be more active.

“I would like to thank you for the time provided to enrich our knowledge in pedagogical task.

I hope, the English Department of UMRAH can invite us again to participate in other seminar”.

2. *Mr. S., SMPN 16 Bintan*

“My opinion about the material: I think it is very useful for the teacher to use in real situation in the classroom to the students. Because the teacher have to give motivation to the learners in order like to learn English. The teacher as motivator have to make the situation as a real. Make the class interesting and enjoy for the students. So this material is very useful for the teacher in teaching English to the students. Thanks for giving material”.

3. *Mr. R. P., SMPN 10 Berakit Bintan*

“Teachers need to organize their classroom activity in language learning. They require

approached to apply in real-world and classroom language. Task-based language teaching (TBLT) give the teachers practical task that can be used in pedagogical to make the learners have some encouraging in language ability. It is a method to have the learners in real world language where they can practice the language by the tasks. Some tasks type should be arrange in teachery lesson plan as authentic materials. It has activity to have their language ability by the task and have great experience in language learning. It also have the learners from the task in real condition. Language learning is not all about how to apply something in classroom activity, but it can be used for beyond in TBLT is one solution for the teachers in classroom activity”.

4. *SMPN 13 Bintan*

“I think the method is using in cognition, beliefs and practice of pedagogical task is good”.

5. *Mrs. J., SMPN 11 Bintan*

“In my opinion Mister Arwin Pohan would be able to be good writing person. Your material will be motivated the speaker. Practice – repetition – habitual.”

6. *Mr. A., SMPN 11 Bintan*

“In my opinion, the writer would have been better if he add the task analysis in teaching. Language is porpuse to cominication and I think repetition is the key. Practice – repetition – habitual”.

7. *SMPN 13 Bintan*

“According to me, the material of training is good”.

8. Mrs. NF. T. S., SMPN 1 Bintan
“I think the seminar about “Exploring EFL Teachers’ cognition, beliefs, and practice of Pedagogical Task is really useful for English teachers at junior high school teacher especially for me.

The seminar enrich our knowledge about what is pedagogical is and how to design and practice it in our classroom. It can help the students to rehearse and activate acquisition processes inside and outside of classroom.

I hope the English Department of UMRAH can invite us again to participate in others seminar dealing with teaching techniques and methods’.

4. CONCLUSION

Pedagogical competence, as one of the teachers competences, refers to the teachers’ ability to choose a certain method, approach, and technique of teaching and learning culturally in a significant setting. The Pedagogical task is the part of the pedagogical competence. It can be seen toward Lengkanawati did on her research finding (Lengkanawati, 2005). Therefore, intensive training activity is one of an effective way to improve the EFL teachers, cognition, belief, and practice of the pedagogical task. It can be seen from the results of the program: they were really antusiasme during the program happened.

Based on the result of the program (PKM), most of the EFL teachers in Bintan Regency have known the pedagogical task and relation to used curriculum currently: how to design and employ it in the learning

and teaching process. They are able to differentiate between exercise, drill, communicative activity, rehearsal and activation task in a simple design of practicing target language (TL) in the classroom. It can be seen from their responses during discussion and positive impression after attending the program (PKM).

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