

Chapter 1

Introduction

This present chapter illustrates the research's highlight covering the background of the research, the research questions, and the objectives of the research and the significances that the research can contribute toward both in theoretical and practical implication as well as the scope of the research.

Background of the research

The student's ability in understanding the material can be measured with assign tasks. A task is a work plan in the learning process that requires the learners to know their capability in each subject. Nunan (2001, p.10) "Task is 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". It is clear that the task is also part of the class involves students to be able to interact from all aspects in terms of understanding and creating the outcome of the task. Hence, in creating the task, students require through some processes to achieve an outcome using the language to deliver their task.

The task process will achieve through teacher's performance in guiding them to arrange a task. Student needs teacher as an adviser and an observer to guide them in exploring and understanding the task. As the adviser, teacher must introduce the topic and help them to arrange the task based on their own ways. Whereas, as an observer teacher must observe what the student do and give them a feedback. Accordingly, it has an effect to

increase students' motivation in learning process, have a good outcome and tend to participate in the learning process. As the result, the real function of the task can be reached.

English task is a kind of purposeful teaching activity with functionality targeted to be achieved by students. First, task is an approach for teacher to consolidate what students have learned in class. The approach is teachers evaluate how much students have acquired of their understanding in class. However, it cannot be finished just in class, and then they need to give students some additional tasks after class as a complement to the English teaching. Hence, teachers can adjust teaching accordingly and reflect their teaching. Second, the task enables students to take up more challenges in terms of English learning. These challenges include doing some practices of English skill, helping them to review language points, so as to encourage students to be more responsible and active in English learning. The traditional English class hour is intense but short, so it is impossible to accomplish systematic learning just in class. Therefore, students need more tasks and guidance to explore English as well as their potentials.

Attract students' interest in doing the task depends on how teachers in exploring task to make it looks attractive so that they feel challenged. In exploring the task, teachers must go through several processes. According to Willis (1996, p. 38) there are 3 phases in exploring the task; they are pre-task, cycle, and language focus. For example, simplify the difficult task becomes easier and more attractive. This theory is taken from task based learning approach theory. The processes are choosing an easy topic and can be understood by students, explain to them in a way that is easily understood, and provide the direction structure. So that students feel comfortable and interest in learning English because of the teacher's way in giving the task. Therefore, the goal of task can be reached.

To encourage, stimulate and use whatever language and capability learners already have, both for comprehension and for the speaking and writing are goals of the task. It is similar to Nunan (2004) said that the goal of a task is to practice the ability to describe an object concisely; to provide an opportunity for the use of relative clauses. It is clear that task has an important goal to be considered by teacher during learning process. The goal is able to create the expected results if it is done with the right steps. As the researcher's experience, some students tend to be silent in the class because of their fear participating during the learning process. As the result, they will not speak up in the class. Here, teacher's performance is needed to measure and to know their capability through task. As the researcher's experience in teaching practice 2, teacher just gave them a task without any instructions. It was the students answered when the researcher asked them about English task that given by teacher in the class. For instance, *please open page 16..... silahkan di kerjakan bias berkelompok atau individu*. Therefore, students' motivation in learning English were not appeared. They felt boring with English subject because of the teacher's performance in explaining and in giving the task is monotonous.

In light of this, the aim of this study is to describe the implementation of English task delivered by teacher in the EFL classroom. This study provided how the teacher designs any real communicative tasks, which are critically important for EFL learners in order to experience meaningful language use. Hopefully, this study can be a reference for teacher to know that there are some steps in delivering the task in creating a good atmosphere and student's interest in teaching learning process.

Based on the explanation before, this research conducted as a manner to describe of teacher's performance in implementing and delivering the task in an English class. This study described how the teacher capability in delivering the task in the class is. Through this

research, we know the various types of tasks that the teacher gives in the class, and how do they deliver it in the class. So that the research entitled *a study on teacher's performance in delivering English tasks in EFL classroom* is conducted.

Research questions

The research problems of this study are:

- a) How is the teacher's performance in delivering English tasks to the students in EFL classroom?
- b) how are the students' perceptions on English Task in EFL Classroom?

Objectives of Research

The objectives of this research are:

- a) To describe the teacher's performance in delivering English tasks to the students in EFL classroom.
- b) To describe students' perceptions of the task that given by the teacher in the EFL classroom.

Significances of the Research

The significance of this study is divided into 2 parts:

- a) Theoretically, the study will be a reference for teachers in English teaching class to deliver the English task in a better strategy.
- b) Practicality, all teachers can use the way of how to deliver the tasks in the class through some process. So that students will not feel bored.

Scope of the Research

This research is intended to focus only in describing the teachers' performance in delivering the English task in EFL classroom (the steps or process of giving the task and the various tasks for all meetings) and the students' perceptions of the teacher's way in exploring the tasks. This research conducted on the inside classroom activity; not on outside activity. While for getting the data are using observation and questionnaire as the instrument.