

STUDENTS' PERCEPTION OF TASK-BASED LEARNING IN ENGLISH CLASS IN XI GRADE AT SMA NEGERI 1 TEMBILAHAN HULU IN 2024/2025 ACADEMIC YEARS

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ABSTRACT

One of the methods in teaching English is Task-Based learning which means teaching method centered on students' experiences and knowledge through tasks provided by the teacher. Understanding students' perception enables teachers to adapt the strategy for more effective and efficient teaching, ensuring students feel included in the process. The purpose of this research is to find out to students' perception on the task-based learning in English class. The method used in this research is descriptive quantitative. To find out students' perception, the researcher used the questionnaire consist of 31 statements and gathered the data from 33 students at SMA Negeri 1 Tembilahan Hulu. the results showed that there was a positive perception on the task-based learning in English class. 96.8, which falls within the "Agree" category according to the interpretation interval of 83 to 107. Moreover, it could be concluded that students perceived task-based learning as effective in meeting both personal and instructional needs, engaging students actively in learning, and supporting their development through clear instructions, social interaction, and meaningful tasks.

Keywords: *Task-based Learning, Students' Perception, Teaching and Learning Method.*

INTRODUCTION

English is a crucial subject in education. By mastering English, students are expected to have good communication skills, get better opportunities in work and master technology. Handayani (2016) in Andayani (2022) Says that "the usage of foreign languages, particularly English, has progressed from a luxury to a need in a variety of productive sectors. English has become significant all across the world as a result of the globalization process; until recently, it was considered the worldwide language of business." Given the importance of English globally, it is equally essential to ensure its effective teaching in Indonesia, where the language

is not only a subject in schools but also a tool for accessing broader opportunities. In Indonesia, English is taught from an early age, and its role in the educational system has become a subject of ongoing evaluation and development.

In Indonesian schools, English was once made a non-mandatory subject in elementary school, this does not negate the fact that English is a vital aspect for students. As cited in Mubarak and Sofiana (2022) “In Indonesia curriculum, English becomes a compulsory subject which should be taught starting from junior high school until senior high school. While for elementary school, English becomes optional subject to be taught.” The statement above shows that students are expected to master various aspects of the English language through the inclusion of English as a mandatory subject. To gain a deeper understanding of the current teaching practices and students’ experiences with English in the classroom, a pre-observational study was conducted.

Following pre-observation at SMA Negeri 1 Tembilahan Hulu where the research conducted field learning practices in classes XI.5, XI.6, XI.7. The researcher used the traditional method at the first meeting where the researcher gave a full explanation of the material being studied. As a result of using this method, only a few students listened to the explanation and some others tended to lose focus. Then, when the researcher asked about the learning material, only a few students understood the researcher's explanation even though it had been explained repeatedly. Khalaf and Altaee (2022) said the science curriculum does contain scientific information and knowledge, so most teachers use memory and memorization methods that do not support students’ thinking abilities. This can result in students failing to achieve a full understanding of the material, which may impact their ability to complete assignments and succeed in exams. Therefore, teachers implement various strategies to enhance student engagement in learning.

After implementing the traditional learning method at the first meeting, the researcher interviewed some students in each class informally to ask about the learning method. Next, the researcher also asked the English teacher about the

learning method used. It was found that English teachers at this school tend to explain the material initially and then assign independent tasks for students to discuss and explore the content further. Moreover, the students also confirmed the use of this method. At the beginning, the teacher gave a little explanation and then students were given assignments to complete. This approach is known as task-based learning. According to Sholih, Salija and Nur (2021) task based learning is when activity tasks are given to students so as to encourage students' skills in participating and have more opportunities to think critically and creatively in carrying out these tasks. Task-Based Language Assessment has the following main characteristic, according to Shehadeh (2012) as cited in Noorozi and Taheeri (2022) It uses assessment tasks as the main instrument, it requires meaning-focused, goal-directed language use, the target measure (construct) of the assessment task is authentic, real-world behavior or real-world language use typical of the target context, the measure of test-takers' performance is incorporated into the assessment task (holistic), it is a criterion-referenced assessment commonly used as a formative assessment. It can be seen that there is a significant difference between the traditional method and task-based learning, namely that the traditional method uses the teacher-centered classroom meanwhile task-based learning uses students-centered classroom. Serin (2018) stated that "While teachers are active, students are passive in teacher-centered classroom. In contrast to teacher-centeredness student-centered instruction provides a learning setting to the students in which they construct their skills and understanding." Based on the above, the researcher concludes that task-based learning is a teaching method centered on students' experiences and knowledge through tasks provided by the teacher, which may take the form of written or project-based assignments. Apart from these advantages, of course each student has a different perception of this learning method. This research was conducted to find out students' perceptions of this learning method.

According to Akande (2009), as cited in Hafrizal, Kasim, & Samad (2021), "perception can be understood as students' ability to form and justify their

opinions, distinguishing them from presented research.” Understanding these perspectives enables teachers to adapt the strategy for more effective and efficient teaching, ensuring students feel included in the process.

Based on these considerations, the researcher had chosen the title: "Students' Perceptions of Task-Based Learning in English Classes in Grade XI at SMA Negeri 1 Tembilahan Hulu in 2024/2025 Academic Years".

LITERATURE REVIEW

Teaching and Learning English

Rajagopalan (2019: 5) described that teaching is a process in which someone provides information, teaches abilities or skills. The concepts shared are also varied, can be in the form of sharing experiences or providing information. On the other hand, Herawati and Misrohwati (2022: 10) stated that “Learning is a formal process of acquiring or getting knowledge of subject or skill through study, experience, and instruction. It means that students whom learn English get knowledge by studying, experiencing and also given instructions.

English is one of the subjects that plays an important role in the world of education in Indonesia. Aufa (2018:14) said that the selection of English as the language taught as a foreign language in Indonesia proves that English is very necessary in the new era and current globalization. Moreover, English language proficiency helps students absorb knowledge, technology and culture better. With the above understanding, it can be concluded that teaching and learning English is a process where teachers provide information or teach English skills to students who receive the knowledge in various ways, for example teaching, experience and instruction.

Perception

Perception is a common thing to research, especially in the education sector. Perception also plays an important role in the optimal and efficient learning process. Husnaini (2023: 25) stated that “Perception is a person’s impression of a particular item that is influenced by both internal and external elements, such as personal controllable behavior and conduct influenced by external

circumstances.” Meanwhile, according to Rahmat Jalaludin (1988: 51) in Jokopitoyo (2016), perception is an experience of objects, events or relationships obtained by concluding information and interpreting messages.

According to Walgito in Nasihah (2014) mentioned the existence of factors that influence individual perception, namely: Internal factors, everything that is within a person and originate from two things physical and psychological conditions, according to Lele (2019), internal factor includes several sub-indicators, namely needs and desires, personality, and experience. Walgito in Nasihah (2019) also said external factor as an indicator of perception, stimuli and the environment or specific situations that underlie the emergence of stimuli where the perception process takes place, according to Lele (2019) sub-indicators of external factor are size, intensity, frequency and status. Moreover, Smith in Rezkiah (2017) in Lele (2019) said several additional indicator of perception which are characteristic, group and social interactions and culture differentiation.

Task-Based Learning

Task-based learning is one of the learning methods that has been widely used by teachers in modern era. Eliis (2003) in Sutiyatno (2014) Meanwhile, Ellis (2003) stated that task-based language teaching is a foreign language teaching approach that encourages learners to use authentic language by giving them a series of tasks to complete. This approach offers an alternative approach for foreign language teachers.

Another opinion by Nasikha, Mulyadi & W. (2019: 380) said that Simply put, TBLT is a place where students are required to understand the learning material that has been delivered by the teacher first, then the role of the teacher as a supervisor can be further optimized through understanding the concept of correct or incorrect assessment. Marsakawati (2014) stated that task-based learning provides the widest possible opportunity for students to use the language, knowledge, and information students already have in completing tasks.

RESEARCH METHOD

The design of this research is descriptive research. The reason why researcher had chosen this research design because it was the most suitable design to describe the students' perception towards task-based learning in English class. Furthermore, Manjahuta N (2019) stated that descriptive research is defined as a research method that has function to describes the characteristics of the population that is being studied. Rather than focusing on the "why" of research, this method focuses more on the "what" of research subject. According to Suryana (2010) in Husaini (2023) "descriptive research is research that aims to make a systematic, factual and accurate description of the facts and characteristics of a population."

The research carried out In March 6 in 2025 namely in semester 2 of the 2024/2025 academic year. The location of the research was at SMA Negeri 1 Tembilahan Hulu, on Sapta Marga Street, number 70, Tembilahan Hulu, Indragiri Hilir. The population in this research was the entire class XI students with 10 classes and 329 number of students. The sample of this research was all students in class XI.7 totaling 33 students. Researcher used non-probability sampling, especially purposive sampling. Fauzy (2019) wrote that non-probability sampling is a sampling technique in which samples are not taken randomly. Class XI.7 was selected because the students in the class are tend to be active in English class than the other classes, they had a various level in understanding English lesson and students in class XI.7 were also more conducive students compared to other classes.

Questionnaire is using in this research as a research instrument to know the students' perceptions of the use of task-based learning in English class. Roopa & MS (2012) wrote that "A questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion". The questionnaire used 4 scale of Likert scale which consists of strongly disagree, disagree, agree, and strongly agree. According to Joshi, Kale, Chandwa & Pal (2015: 397) "Likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale. The scoring system assigned numerical values from 1 to

4 respectively. The total of the statement of the questionnaire was 30 which consists of 10 indicators.

To find out the level of agreement of students' perceptions of task-based learning, an interval table is used which is calculated by subtracting the highest score, which is 132, which is obtained by multiplying the number of samples and the highest value, with the lowest score which is obtained by multiplying the number of samples by the lowest value, which is 33, then divided by the number of classes, which is 4. The results of this calculation are as follows.

Table I: Classification of Students' Perception toward Task-Based Learning

Interval distance	Scale
108-132	Strongly agree
83-107	Agree
58-82	Disagree
33-57	Strongly disagree

FINDINGS AND DISCUSSION

The results obtained on the survey questions are presented below:

Table II: Overall Analysis of Questionnaire of Students Perceptions of Task-Based Learning in English class in Grade XI at SMA Negeri 1 Tembilahan Hulu

Indicator	Indicator Item	Std Deviation	Mean	Overall Mean Score	Criteria
Internal Factor	Needs and Desires	3.81	96	96,9	Agree
	Personality	2.08	93,7		
	Experience	3.79	95,3		
External Factor	Task Size and Complexity	9.45	94,7		
	Intensity and Clarity of the Instruction	0.71	114.5		
	Frequent Use of Task	3.00	86		
	Teacher Status and Role in TBL	2.00	107		
Additional Factor	Characteristic of Stimulation Object	1.41	100		
	Group and social interactions	3.61	90		
	Culture differentiation	4.16	99,3		

Based on the results of the questionnaire distributed to XI grade students at SMA Negeri 1 Tembilahan, the overall perception toward TBL was classified as positive, with a total mean score of 96.9, which falls within the “Agree” category according to the interpretation interval of 83 to 107. The findings show that students’ perceptions, based on internal indicators, also reflect positive responses. The needs and desires indicator gained a mean score of 96, indicating that students feel the method meets their expectations and supports their learning motivation. The personality factor followed with a mean of 93.7, and the experience indicator achieved 95.3. These scores indicated that students personally relate well to the method, finding it both familiar and beneficial to their development.

From the external factors, students’ responses showed more variation. The task size and complexity aspect received a mean of 94.7, indicating that the tasks were generally perceived as appropriate and manageable. Meanwhile, the intensity and clarity of instructions stood out with the highest mean of 114.5, which falls into the “Strongly Agree” classification. This highlights the importance of clear, structured instructions in students’ engagement. On the other hand, the frequency of task use recorded a mean score of 86, still within the “Agree” classification, suggesting that students appreciate the regular implementation of task-based activities, though it may vary in impact.

In addition, the supporting indicators of perception also show a positive tendency. The characteristics of the stimulus received a score of 100, group and social interaction scored 90, and cultural differences reached 99.3, all falling into the “Agree” category. These results further emphasize that students perceive the TBL approach as conducive not only to individual learning but also to collaboration and inclusivity within diverse classroom settings.

CONCLUSION

This research was conducted to found out “How is students’ perception on the task-based learning in English class?” After distributed the questionnaires to 33 students, the results showed that there was a positive perception on the task-based learning in English class 96.9, which falls within the “Agree” category

according to the interpretation interval of 83 to 107. Moreover, it could be concluded that students perceived task-based learning as effective in meeting both personal and instructional needs, engaging students actively in learning, and supporting their development through clear instructions, social interaction, and meaningful tasks.

For teachers, it is recommended to apply Task-Based Learning (TBL) in a balanced manner. Although the overall student perception of TBL is positive, the results indicate that frequent use of tasks without variation can lead to student fatigue. Therefore, teachers should consider integrating TBL alongside other teaching methods to maintain student engagement. In addition, since students showed the highest positive response toward clear and structured instructions, teachers are encouraged to consistently provide well-defined guidance when assigning tasks to ensure effective learning.

For students, it is suggested that they pay closer attention to the tasks given by the teacher. Although many tasks are designed with clear instructions, some students may overlook important details, which can hinder the learning process. By focusing more on the instructions and objectives of the tasks, students can gain better understanding and benefit more from the learning activities.

For future researchers, it is advised to conduct further studies using different research instruments, such as interviews or classroom observations, to explore students' perceptions in greater depth. A mixed-method approach may also provide a more comprehensive understanding of how TBL is experienced by students in various educational contexts.

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