CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

In this study, the researcher uses some previous researchers as guidance to accomplish it. Therefore, the researcher endeavors to findthe previous researchers that have differencesfrom this research.

The first article is *"Indonesian EFL Learners' Attitudes and Perceptions on Task-based Language Teaching"*by Sholeh and Salija(2021). This study aims to explore the learners' attitudes and perspectives on task-based language teaching in MTsN 3 Demak. The data for the study were collected through a questionnaire from a total of 96 learners at the school. The questionnaire used in this study was analyzed quantitatively by using descriptive statistics in the form of frequency and percentage. As a result, researchers found that most Indonesian EFL learners generally have good attitudes and perceptions about Task-based language teaching, so they like to take task-based language teaching English classes.

The second was an article about *"Implementation of a Localized Task-Based Course in an EFL Context: A Study of Students' Evolving Perceptions"*. The research study by Youjin, Yeonjoo, and Nicole (2017).This study aims to examine the perception of task-based Learning that develops in courses for one semester from students from one whole university class. This study investigates students' evolving perceptions of a new task-based course using two longitudinal data sources, surveys and portfolios. The final project unit survey of 27 students and one focus participant portfolio entry were analyzed quantitatively and qualitatively. As a result, the

researcher found that students' perceptions of task-based language teaching varied from time to time because various factors influenced how students felt about task-based instruction.

The third article is a journal article entitled *"Students'responses On Task-based Language Teaching"*byEnny&Testiana (2018). The purpose of this study was to describe their responses to the application of Task-Based Language Teaching. The participants of this research were 28 undergraduate students at UPBJJ UT *(Unit Program BelajarJarakJauhUniversitas Terbuka)*Semarang. They are in the eighth semester of PokjarKaliwungu Kendal. The researcher used a quantitative descriptive method by using a student response questionnaire. A questionnaire consisting of ten questions and a Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree) with items about communicative tasks, involving the main focus on meaning, clear outcome tasks, tasks performed by students, learning tasks student center, assignments using the three-stage task-based language teaching, assignments using real-world contexts, assignments using high-level students, and assignments using everything close to the student's environment. As a result, the researchers found that the use of the task-based language teaching method had a positive impact on English learners. This model is effective for promoting student activities and communication.

The fourth article is a journal article entitled *"The Effectiveness of Task-Based Language Teaching in Developing Speaking Skills at SMKN 2 Malang"* by Tities (2017). This study focused on seeing whether task-based language teaching is more effective in developing the student's achievement in speaking. The sample of this study was 90 students from SMKN 2 Malang in the 2014/2015 academic year. The study was an experimental research design. The researcher randomly chose groups from tenth-grade classes from the two classes. The results of

this study show that there is a significant difference in the scores for the task-based language teaching method and audio-lingual method after controlling for scores on the test. The findings reveal that task-based language teaching improves students' speaking skills; the students' fluency and accuracy have improved significantly.

The last article is a journal article entitled*"The Impact of Task-Based Language Teaching on the Development of Iranian EFL Learners' ESP Reading Comprehension Skills"* by Setayesh and Marzban (2017). This study aims to investigate the effect of Task-Based Language Teaching (TBLT) on the development of Iranian EFL learners' ESP Reading Comprehension Skills. Participants in the study were 25 participants including Iranian university students majoring in BA programs in Law and Mechanical Engineering who were taking EAP courses related to their field of study for one session per week in a 17-week semester. They used treatment instructions, post-test was carried out on the participants to get the results. The researchers found that the findings of this study indicate that task-based language teaching in the EAP context was more successful than the effect of traditional GTM reading instructions. The results of this study also show that engineering students benefit more from the TBLT approach to teaching reading than colleagues in the legal group. Recent findings from this study revealed that female students benefited from TBLT significantly more than male students.

In conclusion, the difference between previous studies is the research subject. This study used the subject of class XI students at SMK N 8 Bandarlampung. In addition, other studies examine the application, effectiveness, and effect of task-based language teaching. However, this study only focuses on students' perceptions of the task-based language teaching method. The similarity between this study with previous studies is that they both examine task-based methods.

2.2 Theoretical Framework

The theories discussed in this chapter are theories that support the understanding of the problem formulated in Chapter 1. The review is presented in seven subheadings. The first part discusses the English Foreign Language (EFL). The second part discusses teaching English in Indonesia. The third part discusses students' perceptions. The fourth part discusses task-based language teaching. The fifth part discusses matters relating to the characteristics of task-based language teaching. The sixth part discusses and describes the stage of the task-based language teaching method. The last part discusses the advantages of task-based language teaching.

2.2.1 Teaching English in Indonesia

One of the academic skills in Indonesian education is the ability to master English as a foreign language both orally and in writing (Mattarima & Hamdan, 2011; Aslan, 2019). Therefore, students must spend three years in junior high school or high school, like it or not (Zaim, 2017; Suroso et al., 2021). However, even though students have been required to attend school for six years, there is no evidence that they have the skills and competencies expected by either the curriculum or the world of work after they graduate from college. Assuming that teaching is after six years at school and four years at university, many try to implement English teaching starting from elementary school and even preschool. Teachers in Indonesia must find ways to teach oral communication to students and pay attention to several factors, such as the assignments given (Kuswoyo & Wahyudin, 2017) and their students' characteristics and learning methods (Wahyudin & Rido, 2020). Teachers relate to students' success in learning English. (Mandasari, 2016). To support student success, teachers carry out many techniques in teaching activities, and these techniques will also affect student understanding. Educators can use various techniques in

teaching English, such as playing games, discussions, role-playing, and presentations. (Mandasari, 2017). Not only mastering techniques teachers also need to think more creatively in delivering material (Handayani & Aminatun, 2020).

2.2.2 Students' Perceptions

According to Nurohman (2018), "perception is defined according to one's opinion and views," so it can be concluded that student perception is a process of preferential treatment to students based on the information they get from an object. People perceive information based on their experiences. According to Aprianti and Ayu (2020), people can express their thoughts and feelings towards the environment and develop expression and intellectual abilities through language. So that is why the researcher wants to know student perceptions because in knowing students' perceptions, the researcher can evaluate after knowing the results of the perception of students. After reading and knowing students' perceptions, the researcher can find out what students like or do not like. It could be a reference for teachers to prepare the best strategies, and the teaching and learning process will be interesting. According to Vernon (1987), perception has three dimensions based on one's experience. They are the understanding of objects, views, and expectations.

1. Understanding

Understanding can be simply defined as knowledge of something. This is the flexibility of thinking and acting on what is known (Perkins, 1988). Gardner in Wiggins (1998) formulate understanding as a sufficient understanding of the concept, principles, or skills so that one can apply them to new things problems, and situations, decide in what way attends competence can suffice and which means may be required skills or knowledge understand. Based on this definition, it can be assumed that understanding is awareness of the relationship between

individual pieces of information comprehension enables knowledge to use. It represents a deeper level of knowledge than a simple one.

2. View

The word "view" refers to a way of thinking about something. Ramsey (1986) defines views as judgments based on fact. Ramsey argues that the view has the potential to change depending on how the evidence is interpreted. The view can also be considered as an opinion. Nick (2006) stated that opinion beliefs or conclusions are held with conviction. It can be concluded that a view or opinion is a statement misinterpretation of facts. It can change depending on how evidence is interpreted. The English teacher can assess the components of learning media that follow the components of teaching English based on their experience using it. Their views on learning media will be implemented in English language teaching. This case is related to the design, approach, and procedure. In other words, how the teacher's view of media learning can fulfill the components of teaching English.

3. Expectation

The word expectation forming as a noun means when we expect a good thing to happen in the future. The word expectation's stem is expected meaning think and demand, which also has another meaning hope. Based on these definitions mean that perception is not only having an opinion about something, having a belief about something, or thinking that something is true, correct, or real but also hoping and demand expect a good thing to happen in the future.

Based on the description above, it can be concluded that students' perception is the main and most important source of learning and teaching. Perception is important because everyone sees or understands problems in the world differently and feels different situations, especially in understanding human behavior. Perception refers to understanding, views and expectations. They

are related to students' perceptions of task-based language teaching methods, referring to students' understanding of task-based language teaching methods, their views on task-based language teaching methods, and their improvement on task-based language teaching methods.

2.2.3 Task-based Language Teaching (TBLT)

In the context of foreign language learning, students have little exposure to the target language outside the classroom. The task-based language teaching method can be very helpful (Jeon, 2005). According to Ellis (2000) and Skehan (1996), task-based language teaching focuses on the definition of tasks, the role of tasks in second language acquisition, and various types of tasks. According to Richards and Rodgers (2001), task-based language teaching leads to a task-based approach to using tasks as the core of planning and teaching in language teaching. In addition, according to Hadi (2013), task-based language teaching provides authentic and meaning-based material, real-life communicative activities, and motivating feedback. Freeman (2000) says that task-based language teaching (TBLT) is an approach intended to provide students with natural situations for language learning. Task-based language teaching is carried out in natural situations to learn English. So, teachers can take advantage of natural situations to improve their speaking ability. Jeon and Hahn (2006) say that task-based language teaching (TBLT) uses meaningful material in the teaching-learning process and teachers get easy opportunities to teach students. Giyoto (2007) also stated that TBLT appears to have various features that are very helpful in developing language skills. Task-based language teaching (TBLT) has tools that can make students fluent in speaking English. The researcher concludes that task-based language teaching (TBLT) is teaching students based on assignments and focusing ongoing students to do assignments using English and create natural situations in the teaching and learning process.

2.2.4 Characteristics of Task-based Language Teaching

Swan (2005) states that there are several characteristics of task-based language teaching are listed below:

1. Instructed language learning must be natural or naturalistic use of language, and its activities have more to do with meaning than language.

2. Instructions should be student-centered rather than teachers.

3. Because truly naturalistic learning usually does not lead to such a target accuracy, engagement is critical to maintaining the perceived benefits of a natural approach.

4. The communicative task is a particularly suitable tool for such an approach.

5. Study of language before or after more formal assignments may be useful. This is possible to contribute to internalization by leading or maximizing familiarity with formal characteristics during communication.

6. Traditional approaches are not productive, especially if they require passive formal instruction and practice.

Nunan (1991) proposed five characteristics of a task-based language teaching method. The characteristics are:

1. It puts emphasis on learning to communicate through interaction in the target language.

2. Introducing authentic text into a learning situation.

3. It provides an opportunity for learners to focus not only on language but also on the learning process itself.

4. This enhances the student's own personality experience as an important contribution to learning elements in class.

5. It tries to link class language learning by language activation outside the classroom.

2.2.5   Stage of Task-based Language Teaching Method

To carry out language learning in the classroom using the task-based language teaching method, the teacher must understand the procedure or stage of the task-based language learning method. Ellis (2006) and Harmer (2001) state that there are three steps in carrying out the task-based language teaching method. There are pre-assignment, whilst-task, and post-task activities.

1. **Pre-assignment.** Pre-task is the stage that is carried out before carrying out the main task. The purpose of pre-tasks, according to Ellis (2006) is to "prepare students to perform assignments in a way that will stimulate student interest."In this step, the teacher can use activities to describe tasks or shape task outcomes. Usually, in pre-assignments, the teacher states a time limit or asks students to work on it the same task as the main task.

2. **Whilst-task.** Whilst-task can also be referred to as; the main task, duty cycle, or during the task the purpose of implementing the while-task. According to Ellis (2006) is divided into two, to select "the actual performance of the task and see if it matches what the teacher has planned." and to "perform the task as it is being completed." Whilst-task can also be described as a performance session (Harmer, 2001). The students will get together in their small groups and do assignments. The teacher will monitor students remotely. This step describes how well students prepare and how they deliver assignments. Assignments can be done in oral or written form.

3. **Post-task**. The post-task stage is carried out after carrying out the main task on the whilst-task step is the last stage in carrying out the task-based Learning method. Post-task is an activity that emphasizes the follow-up task whilst task (Ellis, 2003). At this stage, the teacher must

report the results of the task. Teachers can also provide assignment feedback to help students understand the material that has been given. Meanwhile, post-task can also be defined as Language Focus (Harmer, 2001). In the last stage, Harmer suggested that students examine and discuss the appropriate features of the assignment, which could be in the form of listening or reading. Teachers can also conduct discussions or some form of language practice features that have been activated previously in class.

2.2.6 The Advantages of Task-based Language Teaching

There are several advantages of task-based language teaching stated by several experts. Task-based language teaching is one approach that deals with different tasks that students perform from their learning process in sequence to share their thoughts critically. According to Saputro, Hima, and Farah (2021), there are advantages of task-based language teaching :

1. Task-based language teaching was perceived as a 'right' teaching method or approach. The teachers regard task-based language teaching as a good and correct teaching method compared to the current method of teaching English to their students. Task-based language teaching is considered to be able to engage students in meaning-focused activities where feedback can be obtained not only from the teacher but also from their classmates.

2. Task-based language teaching actively engages students in learning English. Task-based language teaching encourages students to participate actively in the teaching and learning process. The teachers had the impression that they were rigorously designed and developed in the sense that they would engage students in such a way that students would learn a lot. In this

regard, some teachers were convinced about the effectiveness of task-based language teaching in engaging students in their classrooms even before the implementation phase. In addition, after the implementation phase, teachers have recognized the ability of assignments and task sequences to promote an engaging class where students are active learners as they have to complete assignments.

3. Task-based language teaching was deemed relevant to the current curriculum in Indonesia. The teachers think that the main concept of task-based language teaching is in line with the main concept of Curriculum 2013. Curriculum 2013 emphasizes learning outcomes, learner-centered learning, and systematic plans of students packaged in the concept of the 'scientific method'.

4. Task-based language teaching could increase students' motivation to learn English. Teachers recognize that task-based language teaching can increase their students' motivation from their students' enthusiasm in class. They notice that students are engaged and enjoying the class. The teacher expressed the students' positive attitude toward implementing task-based language teaching. The students themselves told the teacher that they found the English class more fun and more interesting than the previous one.

5. Task-based language teaching scaffolding helps students to "use" the language and "accomplish" the tasks. Scaffolding aims to provide students with sufficient input needed to prepare and equip students to undergo a sequence of tasks. The teacher in this case, believes that this aspect of scaffolding is one of the main factors that make task-based language teaching able to increase the value of learning.

Ellis (2009) also states the benefits of task-based teaching as follows:

1. TBLT provides opportunities for 'natural' learning in a classroom context.

2. Emphasizing meaning rather than form; However, it can also emphasize a form of learning.

3. It offers the learner a rich input of the target language.

4. Intrinsically motivating.

5. Be consistent with a learner-focused educational philosophy and provide permission for teacher input and guidance.

6. It contributes to improving communicative fluency without compromising accuracy.

7. It can be used in conjunction with a more traditional approach.