



CHAPTER I

INTRODUCTION

A. Background of the Problem

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: 372) 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 Mubarok and Sofiana (2022: 13) “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

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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. 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, Saliha and Nur (2021: 135) 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. In teacher modul, there is a project-based learning which can be considered a part of task-base learning because it involves completing meaningful tasks or projects that require students to use target language actively and purposefully throughout the learning process. Task-Based Language Assessment has the following main characteristic, according to Shehadeh (2012) as cited in Noorozi and Taheeri (2022: 689) 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-

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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. 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. Each student may have a different perception of this learning method and students' perception of task-based learning in SMA Negeri 1 Tembilahan Hulu is not found yet. This research was conducted to find out students' perceptions of this learning method.

According to Burn (2010: 459), "Perception is the process by which individuals register and evaluate information detected from the internal or external environment, consciously or unconsciously" 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".

B. Identification of the Problem

1. Students did not focus if the teacher uses traditional methods in class.
2. Students found difficulties to understand the teacher's explanation if the teacher uses the traditional method.



3. Students' perception on the use of Task-Based learning strategies in learning is not found yet.

C. Limitation of the Problem

Based on the identification of the problem above, researcher limited this study only on the perception of the students of task-based learning in English class. Only students in the XI class in SMA Negeri 1 Tembilahan Hulu was included in this research.

D. Research Question

Based on the limitation of the Problem above, the researcher can formulate the questions of research as a follow:

1. How is students' perception on the task-based learning in English class?

E. Purpose of the Research

The aim of this research was to find out to students' perspectives on the task-based learning in English class.

F. The Significant of the Study

1. For the Theories

It is hoped that the results of this study can provide information for further researchers, especially those concerned with the application of learning method.

2. For the Teacher

- a. It can provide an overview of the perceptions of SMA Negeri 1 Tembilahan Hulu students regarding the learning method applied.



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b. This research can be used as a consideration in implementing further learning strategy.

3. For the Students

By knowing the students' perspectives, teachers can use effective learning strategies that result in better learning understanding for students.

4. For the Researcher

- a. This research is a means of testing the application of theories obtained during studies at Islamic University of Indragiri.
- b. This research also increases the researcher's understanding of the theories.

C. Definition of Key Terms

1. Perception

Cambridge dictionary in Qiong (2017: 18) Perception is defined by Longman Dictionary of Contemporary English as "The way you think about something and your idea of what it is like, the way that you notice things with your senses of sight, hearing etc. and the natural ability to understand or notice things quickly." In the context of this research, perception refers to students' subjective views and attitudes toward the implementation of the task-based learning (TBL) method in English classes. It aims to understand how students interpret their learning experience, their satisfaction with the method, and how they evaluate its effectiveness in enhancing their English skills.



2. Task-Based Learning

Nunan (1989) in Lochana and Deb (2006: 143) stated that “Task based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective.” In this research, Task-Based Learning refers to the method employed in English classes at SMAN 1 Tembilahan Hulu, where students are engaged in real-world tasks that require them to use English in meaningful contexts. The study aims to explore how students respond to and experience this method, focusing on their perceptions of its effectiveness and their engagement with the learning process.

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