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CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theories

1. Teaching and Learning English

a. Definition of Teaching and Learning English

Blakemore (1988) in Gross (2012: 257) said “In the broadest sense, learning is the acquisition of knowledge and memory is the storage of an internal representation of that knowledge. Additionally, (Domsch, 2014) in Schneider (2024:779) also said “Learning is a phenomenon that is influenced by a complex interplay of factors such as physiological, environmental, cognitive, emotional, motivational, and social factors”. It means that students whom learn English acquired knowledge that influenced by several factors. Rajagopalan (2019: 5) also 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. 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



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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.

b. The Function of Teaching and Learning English

According to Aufa (2018: 14) there are three functions of teaching foreign language which is English in Indonesia, namely.

- 1) As a means of international communication. McKay (2002: 1) “the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language”
- 2) As an aid to develop the Indonesian language into modern one. As a global language, English provides a wealth of vocabulary, technological terms, and expressions that have been integrated into the Indonesian language, enriching the vocabulary and making it more adaptable to modern needs, especially in the fields of science, technology, and business.
- 3) As an instrument in utilizing modern science and technology for development. As the primary language of scientific research, international collaboration, and technical documentation, English enables individuals and countries to engage with the latest scientific discoveries, cutting-edge technologies, and global development practices.



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2. Perception

a. Definition of 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: 9), perception is an experience of objects, events or relationships obtained by concluding information and interpreting messages.

Another definition of perception concluded by Himawan (2019: 8) perception is a process of organizing and interpreting stimuli concerning the relationship between humans and their environment which is obtained through sensing, so that it gives rise to an interpretation of the stimuli that affect it, thus giving rise to meaning regarding the object. Just as expressed by the definition above, Hafrizal, Kasim & Samad (2019: 480) concluded the definition of perception as follows: "It can be concluded that perception is the ability to see, understand, and then interpret a stimulus to produce interpretation." Another opinion that supports this understanding is from Chairunnisa (2011: 12) who said it can be said that what is meant



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by perception is a psychological process, the process of giving meaning to what is seen or observed by using the senses as the senses of sight, hearing, touch and smell.

The researcher concludes that perception is a person's view or opinion produced by the process where a person captures what he experiences with his surroundings using his five senses by hearing, seeing, smelling, touching and even feeling to be processed in the brain and then given meaning to the incident. Perception can also be influenced by various factors from outside or from within the individual himself.

b. Factors Influencing Perception

According to Walgito in Nasihah (2014:24) mentioned the existence of factors that influence individual perception, namely:

- 1) Internal factors are everything that is within a person and originate from two things, namely physical and psychological conditions. Physical conditions include physical health, while psychological conditions include elements of experience, feelings, thinking abilities, and motivations that are possessed. Additionally, according to Lele (2019: 27-28) Internal factor of perception are:
 - a) Needs and Desires

Needs and desires heavily influence how a person perceives things. If an individual feels they need or strongly desire something, they are more likely to develop a positive perception of



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it. This connection between perception and personal needs is driven by the inherent motivations and expectations associated with fulfilling those desires. For example, students who need to improve their English skills may have a more favorable view of learning methods that promise to enhance their language abilities, such as Task-Based Learning, as they see it as a means to meet their educational goals.

b) Personality

Personality is another critical factor that shapes how an individual perceives situations or methods of learning. As Lele (2019: 27) explains, personality traits such as optimism or pessimism significantly influence one's perceptions. Optimistic individuals tend to view situations in a positive light, while pessimistic individuals may perceive the same situations negatively. People who are self-accepting and confident in their individuality often perceive things favorably, as they tend to have a positive self-image and expect positive outcomes. In the context of education, a student's personality can influence how they perceive different teaching strategies—those with an optimistic outlook may be more open to engaging with new methods like Task-Based Learning, while more skeptical or anxious students might initially resist it.



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c) Experience

Experience also plays a crucial role in shaping perceptions. Personal experiences, particularly previous encounters with a certain method or subject, can create preconceived notions that affect how new experiences are perceived. For instance, if a student has had a positive experience with interactive or hands-on learning in the past, they may be more inclined to view Task-Based Learning favorably, as they associate it with previous successful learning experiences. Conversely, if a student has faced challenges or frustrations with past learning methods, their prior experiences may lead them to approach Task-Based Learning with hesitation or skepticism.

- 2) External factors include stimuli and the environment or specific situations that underlie the emergence of stimuli where the perception process takes place. Lele (2019: 28-29) stated the external factors of perception are:

a) Size

Larger stimuli tend to capture more attention due to their greater visibility. The increased size makes the stimulus more prominent and harder to overlook. This principle is particularly important in areas like marketing, education, and design, where the goal is to ensure that a message or task stands out and is easily recognized. In the context of education, the size of learning



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materials, such as posters, task sheets, or even digital presentations, can impact how engaged students are with the content. Larger, more visually striking materials are more likely to be noticed and remembered by students, increasing their effectiveness in capturing attention and encouraging participation.

b) Intensity

The intensity of a stimulus refers to how noticeable or striking it is. The greater the intensity of a stimulus, the more likely it is to capture attention. For example, in written communication, when specific words are emphasized through bolding or italicizing, these words stand out more to the reader, making them more likely to be noticed and remembered. In the context of learning, this principle can be applied when using more engaging and dynamic teaching methods. If a task or activity is presented in a more intense, engaging, or interactive way, students are more likely to pay attention and invest in the task, thus enhancing their learning experience. In Task-Based Learning (TBL), teachers can use this principle by creating tasks that are stimulating and relevant to the students' lives, which can lead to better engagement and understanding.

c) Frequency

Frequency also plays a crucial role in shaping perception. When a stimulus is repeated, it increases the likelihood of it being



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noticed and processed. Repetition helps to reinforce the message, making it easier for individuals to understand and retain information. In an educational context, the frequency with which certain teaching methods or tasks are used can influence how students perceive their effectiveness. If students encounter similar tasks frequently and consistently, they are more likely to become familiar with the process, improving their comfort level and trust in the method. This is particularly important in Task-Based Learning, where regular exposure to task-based activities can help students become more proficient and confident in their language skills, as the method's impact becomes clearer through repeated practice.

d) Status

Status is an external factor that also influences perception. A person's status often affects how the information they present or the tasks they assign are perceived by others. For instance, a teacher's perceived status within the classroom can impact how students view the learning tasks they assign. When a teacher is seen as knowledgeable, experienced, and supportive, students are more likely to trust the task they are given and approach it with a positive attitude. The assumption that the teacher's tasks will help them develop enhances their engagement and willingness to invest effort into completing the task. This is particularly true in Task-Based



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Learning, where tasks often require a higher level of student participation and critical thinking. A teacher who has a high status in the eyes of the students can influence their perception of TBL, encouraging students to see the tasks as valuable opportunities for growth.

In addition, According to Smith in Rezkiah (2017) in Lele (2019: 24-25) there are some factors affect perceptions. They are:

- 1) Typical characteristic of the stimulus objects that consists of the value, meaning, the distance, and intensify of existence. The value is the characteristic of stimulus as the value from the objects that the stimulus perceives.
- 2) Personal factors including a typical characteristic of individual such as intelligence, intensity, interest, and so on.
- 3) The factor of the group effect interpreting another people can offer advices to a certain manner.
- 4) The factor of culture differentiation.

c. The Process of Perception

Pareek in Nasihah (2014: 18-19) states that the process of perception occurs through six stages, namely:

- 1) The process of receiving stimuli, namely receiving stimuli or data from various sources through the five senses. In the example of learning implementation, this process is where students are given assignments or materials from the teacher.



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- 2) The process of selecting stimuli, namely selecting the stimuli received. In this process students can choose to interpret learning or not.
- 3) The process of organizing, namely the stimuli received are then organized into a form. If a stimulus is received then in this process the stimulus is grouped into a form. It can be in a positive or negative form.
- 4) The process of interpretation, which is giving meaning to various data and information received. After the stimulus in this case is the task or material from the teacher is changed into information, the student will interpret the task.
- 5) The checking process, namely after the data is received and interpreted, the recipient takes several actions to check whether the interpretation is correct or incorrect.
- 6) The reaction process, which is acting in relation to what has been perceived. In this last process, students can give their reactions or perceptions about how to respond to something like assignments and materials. If students react well such as doing assignments smoothly or being active in class then they give off a positive perception.

Based on this opinion, the process of perception is the process of receiving, selecting, organizing, checking and reacting to stimuli that affect the five senses. In the results of perception,



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positive and negative perceptions can be found. If the student's perception makes the student get a good understanding, it is called a positive perception, while if the student finds it difficult to get weaknesses from a learning method, it is called a negative perception.

3. Task-Based Learning

a. Definition of Task-Based Learning

Task-based learning is one of the learning methods that has been widely used by teachers in modern era. Ellis (2003) in Sutiyaniti (2014: 3) 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.



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b. Advantages of Task-Based Learning

There are some advantages by using task-based learning, this is the reason why teacher commonly use this method. According to Sutiayatno (2014: 6-7) there are 6 advantages of task-based learning:

- 1) Task-based learning encourages students to interact spontaneously, as it allows them to use their existing knowledge of vocabulary and grammar.
- 2) Automaticity in language learning is defined as the ability to perform tasks more efficiently, accurately, and consistently.
- 3) It enhances students' vocabulary knowledge. Teachers typically introduce relevant vocabulary at the beginning of the lesson when using this method.
- 4) It provides essential conditions for language learners by offering opportunities to use a foreign language in authentic learning contexts.
- 5) It maximizes opportunities for communication during the learning process.
- 6) Experiential learning is emphasized to establish a conceptual foundation essential for task-based language learning.

c. Disadvantages of Task-Based Learning

According to Sutiayatno (2014: 7-8) there are 8 disadvantages of task-based learning.



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- 1) Task difficulty, some students may find it challenging to implement this approach because they are more comfortable with traditional lecture-based methods, where the teacher serves as the sole source of knowledge. Sutiyatno ((2014: 7) The difficulty of a task can be estimated from the ability demonstrated by the students to overcome it.
- 2) Mismatch between teacher and student perceptions, teachers and students may hold different perspectives on the learning process, potentially leading to disagreements regarding the effectiveness of this approach. According to Kesler (2020) and Reinders and Benson (2017) in Kessler, Solheim and Zhao (2021:22) teacher needs to understand their learners' motivations, needs, and habits in terms of learning in the classroom, it helps the synchronization between teacher and student.
- 3) Authenticity of tasks, when defining tasks, some suggest they should align with real-world activities. However, certain tasks may deviate slightly from actual real-life scenarios, which could reduce their perceived authenticity. The solution of this disadvantage is stated by Bastone (2012) in Kessler, Solheim and Zhao (2021:22) "The specific classroom and locational context(s) of TBLT are highly important."
- 4) Outcome, a defining characteristic of tasks is the clear outcome they produce. However, the impact of a task may not always align



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consistently with the objectives or goals for which it was designed. According to Hasan (2014:54) Task-Based Learning is more focuses on task outcome rather than simply accuracy of language forms. It means different outcome comes from students' skill, therefore different outcome in task-based learning is normal because task-based learning not a method that require perfection.

- 5) Linguistic deficiency, beginner learners with limited linguistic skills may struggle to engage with certain tasks, especially speaking activities like role-playing. They might not fully understand the task requirements and face barriers to active participation. Teacher can helps students with scaffolding in the process of completing task. Scaffolding, according to Gonulal and Loewen (2018:3), is one of the several aspect of effective instruction that can be applied in teaching and learning language.
- 6) Learners' perceptions, learners' goals can be seen as existing on a continuum between achievement orientation and survival orientation. If students perceive tasks as closely related to their needs, they are more likely to adopt an achievement-oriented approach. Conversely, if they find tasks irrelevant, they may adopt a survival orientation, putting in minimal effort and using the simplest strategies to complete the task (murphy, 2003). Disadvantage ini juga dapat diatasi dengan guru yang memahami kebutuhan dan ke biasaan siswa mereka seperti disebut dalam



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Kesler (2020) and Reinders and Benson (2017) in Kessler, Solheim and Zhao (2021:22)

- 7) Neglect of learners' needs, many language learners have specific needs regarding the language they are learning. Since learner study new languages for diverse reasons, not all students require the same tasks to meet their objectives. Kesler (2020) and Reinders and Benson (2017) in Kessler, Solheim and Zhao (2021:22) said Teacher have to understand students' needs, habits, and motivation in in the teaching-learning process. It will help students fulfil their needs in learning process.
- 8) Diverse classes, classrooms are often composed of students with varying talents, learning styles, and motivation levels. This diversity can make it challenging to implement task-based learning effectively for all learners. It is important to give attention to the all students to make teaching learning process evenly. According to (Kaxarova, 2025:86) Teachers need to carefully monitor students to ensure that all learner are actively engaged.

d. Main Phases of Task-Based learning

According to Willis (1986) in Ruso (2007: 3-4) The TBL framework is comprised of three primary stages, each designed to create fundamental conditions for language learning: the pre-task, the task cycle, and language focus.



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- 1) Pre-task: This stage introduces the topic and task to the class, activating relevant vocabulary and phrases related to the subject.
- 2) Task Cycle: In this phase, learners are encouraged to utilize their existing language skills to complete the task. With the teacher's guidance, they then refine their language as they prepare to present their reports on the task. The task cycle provides a comprehensive and practical experience of language use. It consists of three components:
 - a) Task: Learners collaborate in pairs or small groups, applying any language they can effectively use to accomplish the objectives of the task.
 - b) Planning: This stage follows the task and precedes the report, serving as the core of the task cycle. Here, the teacher acts as a language advisor, helping learners to plan their reports effectively and maximize their learning opportunities.
 - c) Report: This is a key component of the task cycle where learners present their findings to the class. The report stage provides students with a natural motivation to refine and improve their language. It poses a linguistic challenge, requiring them to communicate clearly and accurately using language appropriate to the context.
- 3) Language Focus: This stage involves a more detailed exploration of specific linguistic features that naturally



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emerge during the task cycle. Learners analyze language forms in the text and examine the meaning and use of lexical items they have encountered

B. Review of Related Findings

Several studies are similar to this research regarding the use of task-based learning in English classes. The first study that has been carried out is a pre-experimental study by Mahmud et. al (2024) with the title "*Students' Perception of Task-Based Learning in EFL Teaching Methods and its Impact on English Writing Skills*". This study examines the evaluate the effectiveness of the EFL learning approach in enhancing the writing abilities of seventh-grade students. The sample used in this research is 25 seventh-grade students from SMPN 1 SAKRA BARAT, the study involved measuring writing skills before and after the Task-Based learning intervention. The data collection technique and instrument used is combination of pre-tests, post-tests, and a perception questionnaire. In the research Mahmud et. al (2024: 5201) concluded that "Particularly, in the distribution scores of grammars assessment, there were five students (5%) moving into "good" category. While, in the vocabulary result, there were nine students (9%) advanced to the "good" category. Finally, there were eleven students (11%) raised the "good" category in the distribution score of content structured. In the context of students' perception, Task-Based Learning was generally showed well and considered effective in improving writing skills.



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The other study which is also similar to this research is conducted by Yulianingsih (2020). The study entitled *"Students' Perception on the Use of Task-Based Language Teaching Strategy in Teaching Writing for the Eleventh Grade Students of the SMA Islam Al-Ma'arif Pandan Indah in the Academic Year 2020/2021"* was carried out to determine students' perceptions in using the task-based learning as a medium for teaching writing. This research was conducted on 15 students in the eleventh grade of the SMA Islam Al-Ma'arif Pandan Indah. The method used is qualitative with questionnaire and interview instruments. As a result of this research, researchers stated that "The results of the questionnaire and interview showed that most students had positive perceptions of the task-based language teaching. They said task-based language teaching helped them to increase their writing skill. This method motivated and facilitated them in learning writing, whether in the classroom and at their house. It proves that task-based language teaching is a suitable teaching strategy to use in writing class."

Furthermore, Sholeh, Salija and Sahril (2021) conducted study with a title *"Indonesian EFL Learners' Attitudes and Perceptions on Task-based Language Teaching"*. Researchers use descriptive survey design and choosed 96 English language learners studying in MTSN 3 Demak school (Central Java, Indonesia). This research using a questionnaire as a research instrument to explore the learners' attitudes and perceptions on TBLT. The study's findings show that that most EFL Indonesian learners generally have good attitudes and perceptions concerning TBLT, so they like to join TBLT English classes.



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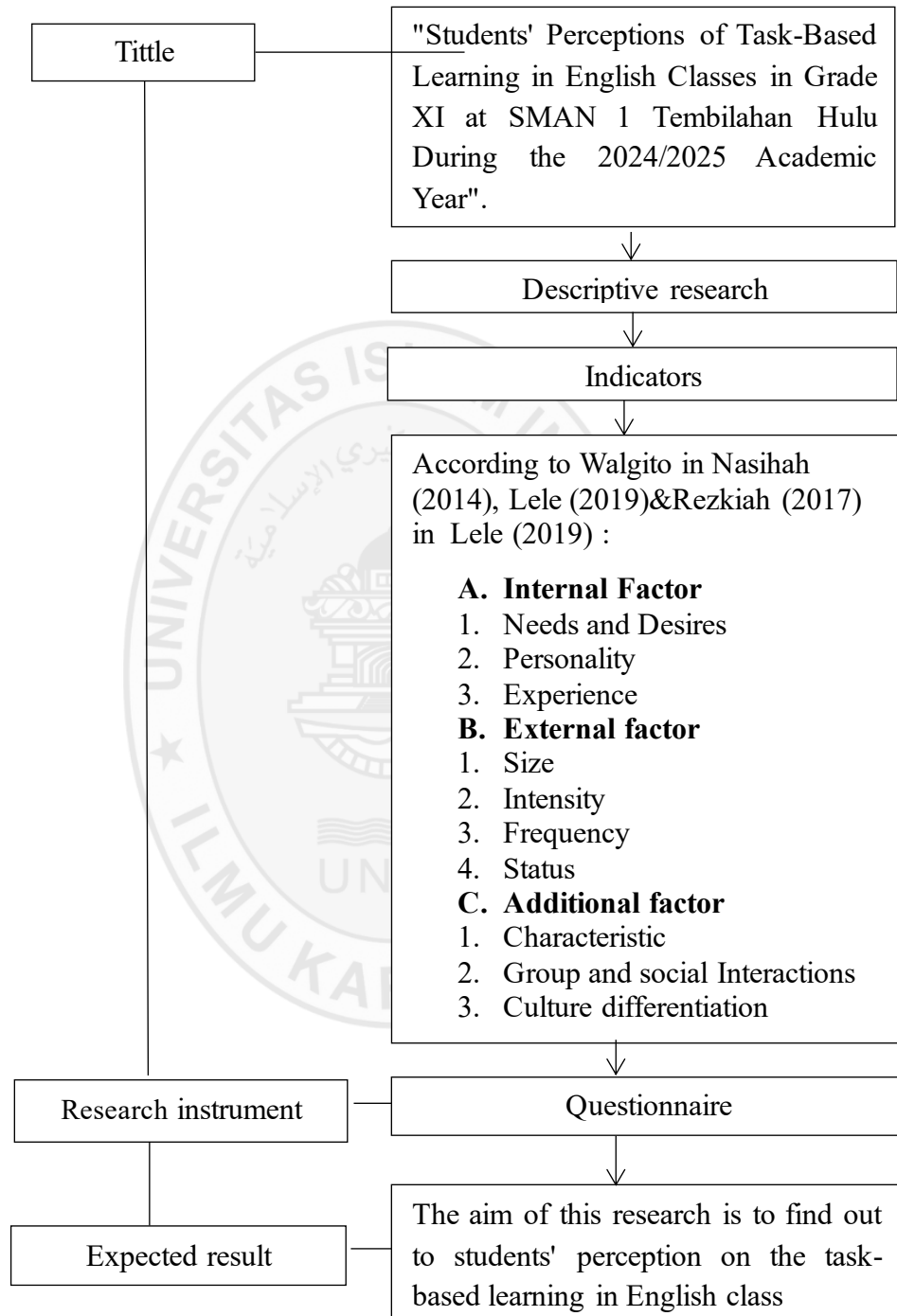
The three research studies above have similarities and differences in the research that will be carried out. The similarity is that three researchers are all researching the use of task-based learning as a teaching method in English class. The first, the previous researchers conducted their research in junior high school and using pre-test, test, and post-test as a research instrument but this research will be carried out in the senior high school, using descriptive quantitative as the research design and a questionnaire as a research instrument. The second, the instrument of the previous research also used interview, the number of the sample is 15 students and focus on writing class, meanwhile this research will only use questionnaire, the number of the sample will be 34 students and this research covers all class skills in English and the last the previous researchers has different sample, because the previous research conducted in junior high school and this research will conducted in Senior High School.



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C. Conceptual Framework

The conceptual framework of this research can be seen below.





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Based on conceptual framework above, the title of the research is "Students' Perception towards Using Task-Based Learning in English Class on XI Grade Class of SMA Negeri 1 Tembilahan Hulu in Academic Year 2024/2025." Then, the research conducted using descriptive design. Moreover, the indicators of vocabulary development which are needs and desires, personality, experience, size, intensity, frequency, status, characteristic, group and social interactions, and culture differentiation is used in questionnaire to get the expected result which is to find out students' perceptions of the use of task-based learning in English classes at SMA Negeri 1 Tembilahan Hulu.