

**Muhammad Badrus Sholeh**, Makassar State University, Indonesia  
**Kisman Salija**, Makassar State University, Indonesia  
**Sahril**, Makassar State University, Indonesia

DOI:10.17951/lsmll.2021.45.1.109-127

## Indonesian EFL Learners' Attitudes and Perceptions on Task-based Language Teaching

### ABSTRACT

Task-based Language Teaching in Asia, especially Indonesia, was more prevalent in English as a Foreign Language teaching. It is one of the practical approaches in language teaching for improving learners' communication skills. This is consistent with Indonesia's educational policy, which intends to enhance learners' communication skills. This approach is slowly gaining popularity among English teachers in Indonesia. However, there has been very little research on TBLT in the Indonesian context. In Indonesia, MTsN 3 Demak is one of the schools that implement this approach in teaching English. As such, this descriptive qualitative study was conducted to explore the learners' attitudes and perceptions on TBLT. The data for the study were collected through a questionnaire from a total of 96 learners at the school. The questionnaire was analysed quantitatively using descriptive statistics such as frequency and percentage. The study results demonstrate that most EFL Indonesian learners generally have good attitudes and perceptions concerning TBLT, so they like to join TBLT English classes. In this study, some major issues highlighted by the results will be examined, and some significant suggestions are discussed.

Keywords: EFL learner, Task-based Language Teaching, attitude, perception, Indonesia

### 1. Introduction

Task-based Language Teaching (TBLT) became widely used in the early 1980s as a second language learning concept to develop a process-based syllabus and design communication tasks that promote the practical use of language by learners with communication skills development. Recent studies show three recurring features among the many interpretations of TBLT concerning classroom practice:

---

**Muhammad Badrus Sholeh**, English Education Department, Faculty of Language and Literature, Makassar State University, AP. Pettarani Street Makassar, South Sulawesi, Phone: 0411865677, badrus2011@gmail.com, <https://orcid.org/0000-0002-7470-9448>

**Kisman Salija**, English Education Department, Faculty of Language and Literature, Makassar State University, AP. Pettarani Street Makassar, South Sulawesi, [kismansalija@unm.ac.id](mailto:kismansalija@unm.ac.id), <https://orcid.org/0000-0002-1366-1882>

**Sahril**, English Education Department, Faculty of Language and Literature, Makassar State University, AP. Pettarani Street Makassar, South Sulawesi, [sahrilfbusunm@unm.ac.id](mailto:sahrilfbusunm@unm.ac.id), <https://orcid.org/0000-0001-6117-7975>

1) TBLT is aligned with the pedagogical philosophy of learners, 2) it incorporates specific elements such as the objective, process and particular results (Murphy, 2003; Skehan, 1998), and 3) it promotes meaningful content-based activities instead of the linguistic forms (Carless, 2002; Littlewood, 2004).

TBLT is considered an alternative teaching approach as it favours a method that uses functional communicative language (Ellis, 2003; Willis, 1996). According to Ellis (2003) and Willis (1996), TBLT is an efficient approach that creates a learning environment and allows learners to use target language forms that they think are most likely to allow them to reach their communicative targets. Moreover, Richards and Rodgers (2014) reported that Task-based Language Teaching had received considerable interest in applied linguistics. However, it has had few practical implementations and scant documentation on its impact or efficacy as a basis for designing the curriculum, material development and teaching of classrooms.

Task-based Language Teaching develops a strong understanding of Communicative Language Teaching (CLT). It seeks to create a second language linguistic repertoire by enabling learners to participate in classroom activities (Ellis, 2003; Richards, 2006). As a result, language learning results from building appropriate communicative work in the classroom (Richards, 2006), which promotes learner focus, with learners being more involved in the learning process. Furthermore, TBLT concentrates on applying authentic material, language skills, cognitive processes (Ellis, 2003) and promotes meaningful communication in language teaching. During the tasks, learners can become more exposed to the target language via reading or listening; this exhibition can help them see how meaning is expressed (Willis, 1996).

TBLT studies have grown in varying ways from understanding, opinions and reasons for using TBLT or avoiding its implementation (Bernard & Viet, 2010; Le, 2014). However, in EFL countries, learners have minimal access to English as a target language in daily life. Therefore, "real opportunities must be provided for language use in the classroom" (Jeon & Hahn, 2006, p. 124). In particular, TBLT is still not sufficiently investigated or empirically proved in Indonesia (Hutagalung & Purwati, 2014). In other words, they studied TBLT in EFL contexts, but not the attitudes and perceptions of the EFL learners. The attitude and perception of the student's language teaching process have an enormous impact on what they do.

In the Indonesian EFL context, there have been few empirical studies to study the attitudes and perceptions of language learners. It is, therefore, necessary to investigate the perceptions of learners about TBLT in the Indonesian EFL context, taking into consideration the essential roles and attitudes and perceptions of TBLT. TBLT as an alternative approach can be mainly seen in the positive views of the learners. Rifkin (2000, p. 401) argued that the learner's attitude in the learning process is essential to determine the failure or success of the learner. Teachers need to know learners' points of view to gain better learning results since this approach has

helped or hampered learners in acquiring the target language. Teachers should also be aware of learners' perceptions, but they should also regard them as a decision to choose the right approach to education (Cray & Currie, 1996, p. 124).

To address this need, the current study examined the attitudes of learners and their perception of TBLT as implemented in the foreign language teaching environment in English. This study presents the general attitudes of learners and their perceptions of TBLT with a questionnaire as resulted from a questionnaire-based investigation. The findings will help teachers plan and carry out any genuine communicative tasks and provide insight into what teachers do base on the Indonesian EFL context where English is a foreign language.

## **2. Review of the Literature**

### **2.1 Research on Task-based Language Teaching in EFL Contexts**

Most of TBLT research was carried out in the English as a Second Language (ESL) context. However, English for Foreign Language (EFL) countries have become increasingly interested in TBLT in recent years, particularly after efforts have met with different degrees of resistance and success (Ellis, 1996). However, the application for Task-based Language Teaching was not problematic in the context of EFL. As McDonough and Chaikitmongkol (2007) discovered in their study of a task-based EFL course in Thailand, students accustomed to participating in teacher-led classes may require some adjustment time to the interactive approach of TBLT. During their task-based course, the students expressed a desire for more grammar instruction and target language forms. They also wanted more guidance and assistance from their teachers. There may also be different perceptions of the objective for task-focused language teaching. İlın, İnözü, and Yumru (2007) revealed that their class tasks concentrated on language rather than on form and language practice activities in an EFL three primary classes research study in Turkey. The teachers in their study knew about the TBLT's objectives yet utilized them towards the end of the language lessons since it was expected.

Ho and Wong (2004) reported that western approaches like TBLT might be inconsistent with public demand and conflict with non-western contexts about educational values and traditions. Although there are some problems with TBLT implementation in the EFL context, the research also recognises the advantages of the strategy and observes the overall positive responsiveness of learners. They realized the need for TBLT to promote learners' independence and transferable abilities and offer learners the chance to do English practice (Ho & Wong, 2004, p. 105). It is also possible for the tasks to be adjusted to examine the teaching of language elements (İlın, İnözü, & Yumru, 2007, p. 67). The positive results of this research appear to be encouraging; however, further TBLT research is required to produce more definitive results within the EFL context.

## 2.2 Learners' Attitude towards TBLT

Attitude is the tendency to favor or disfavor a particular object or behavior (Albaracin, Zanna, Johnson, & Kumkale, 2005, p. 3). According to Vogel, Bohner, and Wanke (2014, p. 5), the objects of the attitude could be anyone, groups, things, or ideas. Furthermore, Nathial (2018, p. 113.) believes that attitude is the willingness to react positively or negatively to a specific idea, object, person, or situation. Crystal (1997, p. 18), on the other hand, defines attitude as the way individuals feel about their own language or other languages. As a result, attitude towards language is a concept for explaining linguistic behavior.

Abidin, Pour-Mohammadi, and Alzwari (2012, p. 126) claim that there are two kinds of language attitudes in language learning: positive and negative attitudes. Moreover, Primadi, Setiyadi, & Kadaryanto (2014, p. 2) thus indicated the three aspects of the attitude concept: English attitudes, English-language attitudes and attitude towards English native speakers. The three theoretical assumptions that attitudes towards learning a target language may affect linguistic motivation and can mediate the link between linguistic attitudes and language accomplishment are based on these three attitudes.

Many studies in EFL learning have focused on learners' attitudes towards language learning. The majority of research suggests that a positive attitude towards learning leads to positive results, and the reverse is true as well (Wang, 2010). As part of his review of a large number of studies, Brown (2000) examined attitudes as they relate to language acquisition. As a result of their positive attitude towards language learning, he found that positive results were obtained. Failure in language learning, on the other hand, is the result of a negative attitude towards learning (Holmes, 1992; Karahan, 2008). If this is the case, teachers should also focus on improving their learners' attitudes towards learning in order to increase their chances of learning successfully (Mantle-Bromley, 1995).

Learners play a crucial role in class and can determine the success of TBLT (Chung & Huang, 2009, p. 76). Understanding their attitudes, beliefs, assumptions, choices and needs is unavoidable if EFL teaching gives language and cultural empowerment to learners (Savignon, 2007, p. 214). To help learners achieve these goals, a clear understanding of TBLT's attitudes and perceptions as a broad framework for shaping existing definitions of EFL teaching targets is vital (Savignon & Wang, 2003, p. 228). Exploring student attitudes can therefore lead to better results in language learning. The learner's attitude towards TBLT has an impact on the practice of TBLT, which makes it essential for the learner to implement the approach in the classroom. The attitudes of the learner are therefore necessary. The discrepancy between TBLT theory and practice may be learners' attitudes; accordingly, as mentioned in Karavas-Doukas (1995, p. 54), the study of their attitudes serves as the basis for identifying possible contradictions between the beliefs of learners and the principles of TBLT.

### 2.3 Studies Exploring Learners' Perception About TBLT

A number of studies focus on the learners' perception of TBLT, but several commonalities exist in these studies. In their study, Meng and Cheng (2010) found that most Chinese learners were enthusiastic and thought the approach to the task was functional. Learners were excited about the various tasks and believed that this was good because the greater the participation in the task, the better the performance was assessed. However, over a quarter of the participants felt disappointed by their work. Teachers were advised to introduce the task as soon as possible and give learners time to prepare for the job performance. Furthermore, teachers still had to guide learners in their work phases when they were experiencing difficulties. During the activity and after the activity, the teacher plays a crucial role.

The learners' views on TBLT have also been studied by Hadi (2012). In open-answer questionnaires, he studied 88 Iranian female learners. The results show that the learners were positive and welcomed the new TBLT experience. The learners considered that TBLT offered them the opportunity to cooperate, interact spontaneously, and emphasise their motivating potential using the target language (p. 108). Huang (2015, p. 118) showed positive reactions to TBLT among ELT learners. This study showed that TBLT engaged learners and expanded their interests, and made them more self-reliant. The learners said TBLT enhanced their interest in learning the target language and increased their autonomy by actively preparing the task and improving their searching capacity for information on information gap activities. Learners are never limited to welcoming a new learning experience in their real-life. Teachers ought to be sensitive to this. It is not easy to create a stage where learners are concerned and committed to learning. Teachers may combine TBLT and traditional teaching.

In Indonesian contexts, like in several other Asian countries, learners have internet access, and that's how they get excited to explore their curiosity. Teachers should understand what learners love in their real-lives and relate these to reading activities. For example, Tahririan and Basiri (2005) conducted a study on enhancing learners' understanding of reading within TBLT. They used internet reading as their primary task. The research findings indicated that reading skills such as skimming and scanning are essential for reading on the Internet. Learners did not read every single word or line on the page. Instead, in search of relevant information, they turned their eyes from one item to another (p. 140).

### 2.4 Context: Issues with TBLT in Indonesia

In the Indonesian context, specific recommendations must be considered while implementing TBLT in the English as a foreign language classroom. They concern current curricula and textbooks, demand for a system of evaluation, teachers' beliefs, and objective language use (Fachrurrazy, 2000, p. 74).

First, the current syllabus of the available textbooks was not designed using an approach based on the task. However, because the task-orientated approach concerns teaching and learning activities, teachers can modify their lesson readiness to adopt the task-oriented approach with little creativity.

Secondly, the implementation of task-based language teaching will have the problem with the demand for an evaluation system. Because it focuses on what the learners are doing rather than what they say, the assessment focuses not on the need for the current language accuracy evaluation system. Teachers are currently encouraged to apply the approach gradually and combine it with teaching and learning activities based on the requests of an evaluation system. However, the approach can be fully implemented at the primary school level because English is a subject for local content, so the student assessment is determined not by the external examination but by EFL teachers.

Thirdly, the EFL teachers in Indonesia may have their own beliefs about how they should teach English. They may believe that they are “not teaching” unless they teach graphics in their traditional ways (e.g. grammar explanation and mechanical drills). Such a belief has to be revised over the long term. Teachers need to develop and update teaching and learning approaches, methods, and techniques.

Fourthly, two things have to be considered for the use of the target language. On the one hand, teachers face a challenge to improve their English skills so that they can respond to the need to use their target language. However, beginner EFL learners can be challenged if the teacher only uses English in the classroom (the target language). Prabhu (1987) suggests that other communication resources (such as guessing, gestures, native language or actions) may be used to resolve learners’ problems because of the limited mastery of languages. Using the native language in a particular situation in a foreign language class is an option.

### **3. Research Methodology**

#### **3.1 Research Questions**

The study aimed to explore Indonesian English learners’ attitudes and perceptions of TBLT. The following questions were formulated for this purpose: 1) What are the Indonesian EFL learners’ attitudes towards TBLT? 2) What are the Indonesian English learners’ perceptions on the implementation of TBLT? 3) Why do English learners in Indonesia like, or dislike the implementation of TBLT?

#### **3.2 Research Context**

This case study was done at MTsN 3 Demak, which requires learners to attend four integrated EFL classes. These learners are subject to the four skills that the EFL curriculum covers and it is called the 2013 curriculum. All of Indonesia’s schools have this kind of curriculum. This is why all EFL teachers must participate

in EFL curriculum implementation. TBLT and CLT (Communicative Language Teaching) are the most essential issues for junior and secondary schools across Indonesia after decades of different methods or approaches to English teaching. The present study was carried out with learners at the Islamic Junior High School in EFL teaching.

### 3.3 Research Design

This study aimed to examine the attitudes and perceptions of Indonesian EFL learners towards TBLT. Based on the objective of this study, the researcher selected and used a descriptive survey design. According to Pinsonneault and Kraemer (1993, p. 77), descriptive surveys are appropriate and helpful in gathering data about features, behaviours, or attitudes of a big number of people. This research design was chosen due to its practicality and efficiency and its ability to obtain authentic and actual information from participants.

### 3.4 Participants

The participants was administered to 96 English language learners studying in MTSN 3 Demak school (Central Java, Indonesia). These learners were selected from the teacher's three English classes, and each of the learners had a different level of proficiency in English, including lower, intermediate, upper-intermediate and advanced levels. The learners were between 12 and 15 years old.

### 3.5 Instruments

The researcher used a questionnaire to investigate the learners' attitudes and perceptions on TBLT at MTsN 3 Demak school. The questionnaire was adapted from a study conducted by Jeon (2005, pp. 108–109) and Zhu-Xiu (2016, pp. 32–33). It was translated from English into Indonesian (Bahasa Indonesia) to guarantee that the learners understood it.

The questionnaire consisted of four parts. The first part comprised of questions regarding age and sex. The second part offered learners questions to acquire insight into their preferred English language tasks. The third part attempted to find opinions on TBLT practise in the classroom. The second and third parts required learners to rate each question on a 5-point scale ranging from „strongly agree” to ”strongly disagree”. Finally, the last part identifies why learners like or dislike the implementation of TBLT. The learners rated their choices from the given items in this section.

### 3.6 Data Collection

The questionnaires were distributed by an online survey platform (google forms, in Indonesia) to 96 participants from the eighth grade of MTsN 3 Demak to prevent and curb the spread of COVID-19. The participants were asked to complete

the questionnaire and were assured of confidentiality in the information provided. The attitude and perceptions of the learners were gathered by evaluating their answers to the questionnaires.

**3.7 Data Analysis**

The analytical data process was carried out in two steps. In the first step, the numerical scores were provided for the elements of Likert-specific questionnaires (strongly disagree=1, disagree=2, neutral=3, agree=4, and strongly agree=5). In the second step, it was required participants to justify their reasons for supporting or opposing TBLT. Therefore, the items that were chosen received a score of 1, while the ones that were not chosen received a score of 0.

In order to find out the attitudes and perceptions they hold about TBLT in language schools and its implementation, a percentage analysis was carried out of the student replies for each questionnaire item and for what reason learners like or don't like TBLT implementation.

**4. Findings**

**4.1 Indonesian EFL learners' attitudes towards TBLT**

The quantitative results of the research show that learners at MTsN 3 Demak school have a positive attitude to TBLT.

Table 1. The results of the learners' answers to Section 2 (N=96)

Questionnaire Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
1	10	9.60	50	48.00	16	15.36	3	2.88	0	0
2	25	24.00	52	49.92	15	14.40	2	1.92	0	0
3	15	14.40	43	41.28	20	19.20	7	6.72	1	0.96
4	10	9.60	35	33.60	22	21.12	9	8.64	2	1.92
5	16	15.36	47	45.12	18	17.28	6	5.76	1	0.96
6	20	19.20	48	46.08	16	15.36	4	3.84	0	0

Table 1 reveals that most learners agree with the items in general and do not disagree significantly. For the first item, "I enjoy the opportunity of communication through various types of tasks", 9.60% (10 learners) agreed strongly, and 48% (50 learners) agreed, 15.36% (16 learners) were neutral, 2.88% (3 learners) disagreed, and no learners strongly disagreed. The results for item two, "An English class task performances are fun for me", were strongly agreed 24%(25 learners), 49.92% (52 learners) agreed, 14.4% (15 learners) were neutral, 1.92% (2 learn-



ers) were disagreeable, and 0% (0 learners) were strongly unanimous. Concerning item three, "Tasks that help me to engage in spontaneous interactions with English", 14.5%(15 learners) agreed strongly, 41.28% (43 learners) agreed, 19.2% (20 learners) were neutral, 6.72% (7 learners) disagreed, and 0.96% (1 learner) strongly disagreed. For item 4, "Task performances in a classroom prepare me for real-world communications challenges", 9.6% (10 learners) strongly agreed, 33.69% (35 learners) agreed, 21.12% (22 learners) showed neutral, 8.64% (9 learners) disagreed; (35 learners) strongly disagreed. As for item 5, "Task is a powerful means of facilitating my communication skills in English", 15.36% (16 learners) strongly agreed, 45.12% (47 learners) agreed, 17.28% (18 learners) were neutral, 5.76% (6 learners) disagreed, and 0.96% (1 learner) strongly disagreed" (1 learner). In light of the final point, Item 6, "Tasks that help me use expressions and grammar patterns that I've learned", 19.2% (20 learners) strongly agreed, 46.08% (48 learners) agreed, 15.36% (16 learners) were neutral, 3.84% (4 learners) disagreed, and 0% (none learners) did not strongly disagree.

#### 4.2 Indonesian EFL learners' perceptions on the implementation of TBLT

Section 3 of the questionnaire contained eight items. The results of the learners' responses to the questionnaire items are presented in Table 2.

Table 2. The Results of the Learners' Responses in Section Three (total 96)

Questionnaire Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
7	30	28.80	49	47.04	10	9.60	3	2.88	0	0
8	22	21.12	55	52.80	12	11.52	2	1.92	0	0
9	27	25.92	50	48.00	13	12.48	4	3.84	12	0.96
10	5	4.80	18	17.28	22	21.12	38	36.48	8	11.52
11	8	7.68	15	14.40	24	23.04	40	38.40	10	7.68
12	10	9.60	18	17.28	18	17.28	36	34.56	0	9.60
13	20	19.20	59	55.68	10	9.60	5	4.80	0	0
14	20	19.20	50	48.00	16	15.36	8	7.68	0	0
15	18	17.28	54	51.84	18	17.28	5	4.80	0	0

In response to item 7, 28.8% (30 learners) and 47.04% (49 learners) thought TBLT is a relaxing learning environment suitable for TBLT promoters in Indonesia. For item 8, 21.12% (22 learners) strongly agreed. They agreed that a collaborative learning environment was created when their teacher implemented TBLT, whereas 0% (no learners) disagreed strongly with this issue. As regards item 9, 25.92% (27 learners) strongly agreed with the development of integrated skills

in a classroom, and 48% or 50 learners agreed. 12.48% or 13 learners felt neutral about this issue, and 4 of them (3.84%) disagreed, and no learners felt strongly disagree with this statement. In response to items 10, 36.48% (38 learners) reported that TBLT did not deal with their grammar, and as a result, 38.40% (40 learners) for item 11 did not believe TBLT is TBLT was not suited for learners preparing examinations. The answers to item 12 indicated that, even if the student's English was not fluent and accurate, 34.56% or 36 learners thought they could do their job well. This showed their trust and interest and also in performing class tasks. According to the responses to item 13, 55.68% of learners reported that TBLT was suitable for the management of classrooms. In response to item 14, 48% or 50 learners agreed that TBLT were ineffective in large classes. From the responses to item 15, 51.84% of the learners agreed that TBLT materials were meaningful and purposeful for their English learning.

### 4.3 The reasons why learners of English in Indonesia like, or dislike the implementation of TBLT

This section responds to the third question from the research: Why do learners of English in Indonesia like or dislike the implementation of TBLT? In this section, the learners could only choose "yes" or "no". They had to choose one or all of the five reasons to answer "yes" by putting a (√) for any reason that they thought best matched their position. However, if the learners answered "no", they were not required to choose any provided reasons. Table 3 shows how many reasons learners chose that benefit TBLT and Table 4 shows the numbers of reasons learners have chosen to dislike TBLT.

Table 3. Reasons why English learners like the implementation of TBLT (N=96)

Reason No.	Learner number	Percentage (learner number/N)
1	34	32.64
2	70	67.20
3	56	53.76
4	78	74.88
5	85	81.60

According to Table 3, only 32.64% of the "yes" votes received for reason 1 TBLT were supported by learners' academic advancement, a relatively small percentage. Most learners may consider "scholastically progress" in a restricted sense as an accomplishment in examinations, or they cannot rely heavily on TBLT to promote their language skills other than developing communication skills. Reason 2 TBLT improvement attracted 67.2% of learners' interaction skills, whilst reason 3 TBLT stimulated 53.76% of learners' "yes" votes. Reason 4 TBLT develops

a collaborative learning environment that attracted 74.88% of learners, showing that their study setting in which communication may take place was given considerable attention. Lastly, 81.6% of learners have attracted the reason 5 “TBLT is best used in a small group setting”. Table 4 shows the number of reasons for learners who have chosen the “no” option.

Table 4. Reasons why English learners dislike the implementation of TBLT (N=96)

Reason No.	Learner number	Percentage (learner number/N) (%)
1	62	59.52
2	50	48.00
3	75	72.00
4	60	57.60
5	30	28.80

According to Table 4, 59.52% of learners decided to choose the reason 1, „Learners are not used to TBLT approach”, 48% chose reason 2, ”The textbook materials are insufficient for applying TBLT”, 72% chose reason 3, ”TBLT is difficult to be implemented in large classes”, 57.6% chose reason 4, ”I find it difficult to assess my own performance”, and 28.8% chose reason 5, ”Teachers are not very familiar with TBLT”.

## 5. Discussion

In response to the first research question, the analysis of items 1–6 revealed that learners had a favourable attitude about learning English utilizing the Task-based Language Teaching (TBLT) approach. They were able to communicate information through several types of teaching and learning tasks. They realized that the TBLT technique enabled them to improve their English communicative abilities. This is shown in Jeon’s (2005) study, which shows that it can be the outcome of the change from the Asian EFL environment towards using task- and activities-based language learning to improve the teaching skills of learners.

With respect to the second research question, which examined learners’ perceptions about the implementation of TBLT, the analysis of items 7 to 15 revealed that Indonesian EFL learners had a good perception regarding the performance of language classrooms. They were ready to adjust to the new language learning approach. TBLT presents a new language strategy that is very distinct from the typical PPP paradigm. The changing approach to education creates major issues in the management of the classroom. The CLT and TBLT concerns with the classroom management system are noted by Littlewood (2007). The familiar PPP sequence offers a technique that ‘delivers’ the language required in the curriculum and a means of controlling class interaction. Many teachers express concern that this control is no longer working when learners participate in independent tasks.

The research findings also indicate that although learners are generally in favour of TBLT, they are still not confident of TBLT's role in grammar and exams. What is implied in these findings are consistent with the fact that most of these learners hold the traditional teaching belief that grammar and learning for exams are crucial elements in language learning. The findings are consistent with Deng and Carless (2010) and Littlewood (2007). They argue that exams in schools such as communicative or task-based approaches are typically viewed as a barrier to their implementation. Although tasks allow learners to choose the language needed to achieve the task's result, learners can choose the grammar elements to use. The research findings also show that, while learners generally support the TBLT, they remain unconfident of the function of TBLT in grammar and exams. This conclusion also implies that most of these learners believe that grammar and learning for tests are key to language acquisition.

In answer to the third research question, which aims to explain why learners like or dislike the use of TBLT, the results show that learners' motivations for their desire to apply TBLT vary. The majority of learners favoured a task-based approach because they first favoured their cooperation, interaction, and motivation potential. Many learners appreciated TBLT due to its adequacy for small groups in the teaching and learning process. They could share knowledge and experience of learning English.

Very few learners expressed a dislike of TBLT. The main reason why they don't like it is that huge class sizes are a barrier to TBLT. In large courses, management can be an issue, according to their reports. If we consider that the size of the English class is generally very large in Indonesia, it is worth talking about this in the future. In Indonesia, an English class typically has 30–36 learners. The second major issue is that they are not used to teaching in a learner-centred classroom in which they find it hard to accomplish chores alone. This outcome is not surprising because in Indonesia, the foreign-language class has long been a teacher-centred language one. Learners have also claimed that evaluating task performance is challenging, which shows that Indonesian learners are used to conventional assessments. The way to assess task performance is, of course, also an issue for teachers.

## **Conclusions**

Studies of the attitude and perception of learners towards task-based language teaching are still limited in the Indonesian context. This research is, therefore, necessary since it takes learners to the forefront. From the learners' perspective, this research addresses numerous significant TBLT difficulties. Results demonstrate that most Indonesian EFL learners usually have favourable views and perceptions of TBLT; hence most learners enjoy TBLT. Language challenges in TBLT can be of great assistance for creating an exciting environment in which learners

enhance their communication skills. This task provides varied language teaching approaches and makes the classroom considerably more enjoyable and engaging; it may also establish a dynamic and creative atmosphere in the classroom that offers language education. Although most learners in Indonesia welcome TBLT, there are still many problems revealed by the research. Of significant concern to Indonesian learners is the size of the classes, class management, the development of the language grammar of learners, the preparation for examinations and their belief in language learning. Attitudes and perceptions of learners are essential to the success of language teaching. Thus, language learners in Indonesia should consider their attitudes and perceptions carefully.

Regarding the study results, teachers, learners and decision-makers are offered some recommendations. Firstly, since the learners' opinions significantly impact their learning process, they must maintain a positive attitude towards TBLT in order to obtain the intended result. Secondly, because the lack of confidence is one reason for learners to avoid TBLT, overcoming obstacles in the classroom should be considered, such as the size of the classes, learners' exam and others. Moreover, given that Indonesian EFL learners' attitudes towards TBLT were relatively good in this study, EFL teachers should implement this approach in their English classrooms. In this respect, educational system decision-makers should change their attitudes and do everything they can to support TBLT.

## References

- Abidin, M. J., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. *Asian Social Science*, 8(2), 119–134. DOI: 10.5539/ass.v8n2p119.
- Albarracín, D., Zanna, M. P., Johnson, B. T., & Kumkale, G. T. (2005). Attitudes: Introduction and Scope. In D. Albarracín, B. T. Johnson, & M. P. Zanna (Eds.), *The handbook of attitudes* (pp. 3–19). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Barnard, R., & Viet, N. (2010). Task-based language teaching (TBLT): a Vietnamese case study using narrative frames to elicit teachers' beliefs. *Language Education in Asia*, 1, 77–86. DOI: 10.5746/leia/10/v1/a07/barnard\_nguyen.
- Brown, H. D. (2000). *Principles of language learning and teaching (4th Ed.)*. Englewood Cliffs NJ: Prentice-Hall.
- Carless, D. (2002). Implementing task-based learning with young learners. *ELT Journal*, 56(4), 389–396. DOI: 10.1093/elt/56.4.389.
- Chung, I. F., & Huang, Y. C. (2009). The Implementation of Communicative Language Teaching: an Investigation of Students' Viewpoints. *The Asia-Pacific Education Researcher*, 18(1), 67–78. DOI: 10.3860/TAPER.V18I1.1036.
- Cray, E., & Currie, P. (1996). Linking adult learners with the education of L2 teachers. *TESOL Quarterly*, 30(1), 113–130. DOI: 10.2307/3587609.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Deng, C. & Carles, D. (2010). Examination preparation or effective teaching: conflicting priorities in the implementation of a pedagogic innovation. *Language Assessment Quarterly An International Journal*, 7(4), 285–302. DOI: 10.1080/15434303.2010.510899.

- Ellis, G. (1996). How culturally appropriate is the communicative approach? *ELT Journal*, 50(3), 213–218. DOI: 10.1093/ELT%2F50.3.213.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford, England: Oxford University Press.
- Fachrurrazy (2000). *Task-based activities in TEFL*. *TEFLIN Journal*, 11(1), 66–77. DOI: 10.15639/teflinjournal.v11i1/66-77.
- Hadi, A. (2012). Perceptions of task-based language teaching: a study of the Iranian EFL learner. *ELT Journal*, 6(1), 103–111. DOI: 10.5539/elt.v6n1p103.
- Ho, W. K., & Wong, R. (2004). *English Language Teaching in East Asia Today: Changing Policies and Practices*. Singapore: Eastern Universities Press.
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. Pearson, NY: Longman.
- Huang, D. (2015). A Study on the application of task-based language teaching method in a comprehensive English class in China. *Journal of Language Teaching and Research*, 7(1), 118–127. DOI: 10.17507/jltr.0701.13.
- Hutagalung, E. Y., & Purwati, O. (2014). The implementation of task-based language teaching to teach speaking descriptive to the first graders of junior high school. *RETAIN Journal*, 1, 1–10.
- İlgin, G., İnözü, J., & Yumru, H. (2007). Teachers' and learners' perceptions of tasks: objectives and outcomes. *Journal of Theory and Practice in Education*, 3(1), 60–68.
- Jeon, I. (2005). An analysis of task-based materials and performance: focused on Korean high school English textbooks. *English Teaching*, 60(2), 87–109.
- Jeon, I., & Hahn, J. (2006). Exploring EFL teachers' perceptions of task-based language teaching: a case study of Korean secondary school classroom practice. *The Asian EFL Journal*, 8(1), 123–143.
- Karahan, F. (2008). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*, 7, 73–87.
- Karavas-Doukas, E. (1995). Teacher identified factors affecting the implementation of an EFL innovation in Greek public schools. *Language, Culture and Curriculum*, 8(1), 53–68. DOI: 10.1080/07908319509525188.
- Le, T. (2014). Factors affecting task-based language teaching from teachers' perspectives. *Studies in English Language and Teaching*, 2(1), 108–122. DOI: 10.22158/selt.v2n1p108.
- Littlewood, W. (2004). The task-based approach: some questions and suggestions. *ELT Journal*, 58(4), 319–326. DOI: 10.1093/elt/58.4.319.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243–249. DOI: 10.1017/S0261444807004363.
- Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: links to proficiency. *Modern Language Journal*, 79(3), 372–386. DOI: 10.2307/329352.
- McDonough, K., & Chaikitmongkol, W. P. (2007). Teachers' and learners' reactions to a task-based EFL course in Thailand. *TESOL Quarterly*, 41(1), 107–132. DOI: 10.1002/j.1545-7249.2007.tb00042.x/pdf.
- Meng, Y., & Cheng, B. (2010). College students' perceptions on the issues of task-based language teaching in mainland China. *Journal of Language Teaching and Research*, 4(1), 434–442. DOI: 10.4304/JLTR.1.4.434-442.
- Murphy, J. (2003). Task-based learning: the interaction between tasks and learners. *ELT Journal*, 57(4), 352–360. DOI: 10.1093/ELT%2F57.4.352.
- Nathial, M. S. (2018). *History, Principles and Foundation of Physical Education*. India: Friends Publications.
- Pinsonneault, A., & Kraemer, K. L. (1993). Survey research methodology in management information systems: An assessment. *Journal of Management Information Systems*, 10, 75–105. DOI: 10.1080/07421222.1993.11518001.

- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Primadi, F. A., Setiyadi, B., & Kadaryanto, B. (2014). Students' attitude toward English, language learning, and English native speaker. *UNILA Journal of English Teaching*, 3(8), 1–15.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rifkin, B. (2000). Revisiting beliefs about foreign language learning. *Foreign Language Annals*, 33(4), 394–409. DOI: 10.1111/J.1944-9720.2000.TB00621.X.
- Savignon, S. J. (2007). Beyond communicative language teaching: what's ahead? *Journal of Pragmatics*, 39(1), 207–220. DOI: 10.1016/j.pragma.2006.09.004.
- Savignon, S. J., & C. Wang (2003). Communicative language teaching in EFL contexts: learner attitudes and perceptions. *IRAL*, 41(3), 223–249. DOI: 10.1515/iral.2003.010.
- Skehan, P. (1998). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268–286. DOI: 10.1515/iral.2003.010.
- Tahririan, M. H., & Basiri, F. (2005). Reading internet documents: appraising esp reading from a new perspective. In G. Kiany, & M. Khayamdar (Ed.), *Proceedings of the first national ESP/EAP conference* (pp. 134–156). Iran: SAMT Publications.
- Vogel, T., Bohner, G., & Wanke, M. (2014). *Attitudes and attitude change*. London: Psychology Press.
- Wang, C. (2010). Toward a second language socialization perspective: Issues in study abroad research. *Foreign Language Annals*, 42, 270–286.
- Willis, J. (1996). *A Framework for Task-based Learning*. Harlow, England: Longman.
- Zhu-Xiu, T. (2016). Task-based language teaching in Chinese EFL context: Learners' attitudes and perceptions. *International Journal for Innovation Education and Research*, 4(4), 21–33. DOI: 10.31686/ijer.vol4.iss4.528.

## Appendix

### Learner Questionnaire (Kuesioner Peserta didik)

This questionnaire is designed to investigate the attitudes and perceptions of Indonesian EFL learners towards Task-Based Language Teaching (TBLT) approach in the context of classroom practice. I would greatly appreciate it if you could take the time to read and respond to each statement. The information you provide will be private. Your assistance has been greatly appreciated.

*(Kuesioner ini dirancang untuk menguji sikap dan persepsi peserta didik yang belajar bahasa Inggris sebagai bahasa kedua di Indonesia terhadap pembelajaran bahasa berbasis tugas (PBBT) dengan mengacu pada praktik di kelas. Saya akan sangat berterima kasih jika Anda meluangkan waktu untuk membaca memberikan respon terhadap masing-masing pernyataan. Informasi yang Anda berikan akan dijaga kerahasiaannya. Saya sangat berterima kasih atas bantuan Anda).*

### Section I. General and Demographic Information

#### (Bagian I. Informasi Umum dan Demografi)

Gender male female

*(Jenis Kelamin)* laki-laki perempuan

Age 11-13 14-16

*(Umur)* 11-13 14-16

### Section II. Learners' Attitude towards TBLT

#### (Bagian II. Sikap Peserta didik terhadap PBBT)

Please put a (√) in the appropriate box to respond to each of the following statements.  
*(Berilah tanda (√) pada kotak yang tersedia dalam merespon masing-masing pernyataan berikut ini).*

SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree).

*(SS (sangat setuju), S (setuju), N (netral), TS (tidak setuju), STS (sangat tidak setuju)).*



<b>Questionnaire Items (Item Kuesioner)</b>	<b>SA (SS)</b>	<b>A (S)</b>	<b>N (N)</b>	<b>D (TS)</b>	<b>SD (STS)</b>
1. I enjoy the opportunity of communication through various types of tasks. (Saya menikmati kesempatan berkomunikasi melalui beberapa bentuk tugas).					
2. An English class task performance is fun for me. (Pengerjaan tugas di kelas bahasa Inggris menyenangkan bagi saya).					
3. Tasks that help me to engage in spontaneous interactions with English. (Tugas membantu saya terlibat dalam interaksi spontan dalam bahasa Inggris).					
4. A task performance in a classroom prepares me for real-world communications challenges. (Kinerja tugas di kelas akan mempersiapkan saya untuk mengatasi tantangan berkomunikasi di dunia nyata).					
5. Task is a powerful means of facilitating my communication skills in English. (Tugas adalah sarana yang efektif untuk memfasilitasi kemampuan komunikasi saya dalam bahasa Inggris).					
6. Tasks that help me use expressions and grammar patterns that I've learned. (Tugas membantu saya memanfaatkan ekspresi dan pola tata bahasa yang telah saya pelajari).					

**Section III. Learners' Perceptions of TBLT Implementation**  
*(Bagian III. Persepsi Peserta Didik tentang Implementasi PBBT)*

The statements that follow address learners' perspectives on TBLT implementation in the classroom. Please mark the area that best represents your position on the scale below with a (√).

*(Pernyataan-pernyataan berikut membahas persepsi peserta didik tentang penerapan TBLT di kelas. Berikan sebuah tanda pada kotak yang paling sesuai dengan posisi Anda sesuai dengan skala berikut dengan menggunakan (√).*

SA (strongly agree), A (agree), N (neutral), D (disagree), SD (strongly disagree).  
*(SS (sangat setuju), S (setuju), N (netral), TS (tidak setuju), STS (sangat tidak setuju)).*

<b>Questionnaire Items (Item Kuesioner)</b>	<b>SA (SS)</b>	<b>A (S)</b>	<b>N (N)</b>	<b>D (TS)</b>	<b>SD (STS)</b>
TBLT creates a comfortable environment to encourage the use of the target language. (PBBT menciptakan lingkungan yang nyaman untuk mendorong penggunaan bahasa target).					
TBLT stimulates the needs and interests of learners. (PBBT merangsang kebutuhan dan minat peserta didik).					
In the classroom, TBLT focuses on developing integrated skills. (Dalam kelas, PBBT berfokus pada pengembangan keterampilan terintegrasi).					
TBLT perceives the significance of grammar. (PBBT mementingkan tata bahasa).					
TBLT is appropriate for learners to prepare exams. (PBBT cocok bagi peserta didik untuk mempersiapkan ujian).					
Learners cannot complete the task without fluency and accuracy in English. (Peserta didik tidak dapat menyelesaikan tugas tanpa kelancaran dan akurasi dalam bahasa Inggris).					
TBLT is an effective method to control the classroom management. (PBBT merupakan metode yang efektif untuk manajemen).					
In large classes, TBLT is ineffective. (Di kelas besar, TBLT tidak efektif).					
The learning materials used in TBLT should be relevant and useful in the real world. (Materi pembelajaran yang digunakan dalam TBLT harus relevan dan berguna di dunia nyata).					

#### **Section 4. Reasons learners like or dislike TBLT**

##### **(Bagian 4. Alasan pelajar menyukai atau tidak menyukai PBBT)**

Do you like the implementation of TBLT in your English classroom? (Only choose one option that best suits you)

(Apakah Anda menyukai penerapan PBBT di kelas bahasa Inggris Anda? (Hanya pilih satu opsi yang paling cocok untuk Anda))

**Yes**

**(Ya)**

**No**

**(Tidak)**

If yes, please put a √ for any reasons that you think best matches your position.

(Jika ya, beri tanda untuk alasan apa pun yang menurut Anda paling sesuai dengan posisi Anda).

	TBLT promotes learners' academic progress. (PBBT mempromosikan kemajuan akademik pelajar).
	TBLT improve learners' interaction skills. (PBBT meningkatkan keterampilan interaksi peserta didik).
	TBLT encourages learners' intrinsic motivation. (PBBT mendorong motivasi intrinsik peserta didik).
	TBLT develops a collaborative learning environment. (PBBT menciptakan lingkungan belajar yang kolaboratif).
	TBLT is best used in a small group setting. (PBBT cocok untuk kerja kelompok kecil).

If you have other reasons, please write them down.

(Jika Anda memiliki alasan lain, silakan tuliskan).

( \_\_\_\_\_ )

If no, please put a √ for any reasons that you think best matches your position.

(Jika tidak, beri tanda untuk alasan apa pun yang menurut Anda paling sesuai dengan posisi Anda).

	Learners are not used to TBLT approach. (Siswa tidak terbiasa dengan PBBT).
	The textbook materials are insufficient for applying TBLT. (Materi dalam buku teks tidak cocok dalam pelaksanaan PBBT).
	TBLT is difficult to be implemented in large classes. (PBBT sulit diimplementasikan di kelas besar).
	I find it difficult to assess my own performance. (Saya mengalami kesulitan dalam menilai kinerja saya sendiri).
	Teachers are not very familiar with TBLT. (Guru tidak begitu mengetahui PBBT).

If you have other reasons, please write them down.

(Jika Anda memiliki alasan lain, silakan tuliskan).

( \_\_\_\_\_ )