The Teachers' Perception of Activity-Based Tasks Integrated with Utilization of Web-Based Familiar Topics

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ABSTRACT

This research explores teachers' perceptions of activity-based tasks integrated with web-based familiar topics as an instructional model for English language teaching. It is oriented on activity-based language instruction tasks as one of the development models of the content-based instruction (CBI) approach. The participants of this research were ten English teachers. The questionnaire was used to obtain the research data regarding the teachers' perceptions. The teachers showed their positive responses to activity-based tasks integrated with web-based familiar topics. The teachers commented positively that these tasks potentially trained them to utilize and organize learning materials into a sequence of interactive learning activities. Then, they perceived positively that activity-based tasks reinforced cooperative learning, empowered student-centered classroom activities, and created experiential learning. Similarly, the students expressed interest in learning English through theme-based tasks. It made an enjoyable learning atmosphere, allowed them to acquire meaningful learning experiences, fostered their oral and written English practice, and encouraged their active participation in the English learning class.

Keywords: activity-based tasks, student-centered classroom, theme-based tasks, web-based familiar topics

1. Introduction

The integration of technology into language and content-based instruction has increased recently, with a focus on interactive and contextual learning to enhance student engagement. Constructivist-based activity-based assignments are effective in promoting autonomy among learners, fostering collaboration, and facilitating practical application. Meanwhile, the utilization of online resources—especially those that cover well-known subjects—has improved relatability and accessibility, particularly in online learning settings. Even as research on task-based learning and digital tools in education expands, little is known about how teachers view the complementary nature of these two approaches to instruction.

In recent years, the integration of technology into educational practices has become increasingly significant, especially in language learning and teaching. The incorporation of web-based resources,

particularly those that revolve around familiar and relatable topics, has shown potential to enhance student engagement and learning outcomes. One effective pedagogical approach that supports the integration of web-based familiar topics into language learning is the use of activity-based tasks. These tasks are designed to actively engage students in the learning process by encouraging participation, fostering critical thinking skills, and connecting classroom activities to real-world contexts and applications. In other words, activity-based tasks serve as a practical pedagogical method for integrating web-based familiar topics into language learning. They engage students actively, develop their critical thinking, and bridge the gap between classroom learning and real-life situations.

Teachers, as the primary facilitators of classroom instruction, play a crucial role in implementing such innovative methods. Their perceptions and attitudes toward the integration of web-based familiar topics into activity-based tasks can significantly influence the effectiveness of these approaches. Understanding teachers' perspectives is therefore essential to identify both the benefits and the challenges they encounter in this context.

Several previous studies have addressed the use of activity-based learning and technology integration in classroom practices. (B. Huang & Foon Hew, 2018) conducted a study on the impact of activity-based learning supported by digital tools in secondary school classrooms. Their findings suggested that activity-based tasks significantly improved students' engagement and motivation. However, the study focused primarily on student outcomes and provided limited insight into how teachers perceived or adapted to these changes in instructional strategies. Then, (Chai, Koh dan Tsai (2016))explored teachers' beliefs and practices regarding technology integration in classrooms. The study highlighted that while many teachers were open to using web-based materials, they often struggled with aligning digital content to curriculum goals and lacked confidence in their ability to evaluate the appropriateness of web-based sources. This study, however, did not specifically address the use of *familiar* web-based topics or how they are integrated into activity-based learning designs. These studies highlight two important themes in existing literature: the positive effects of activity-based learning on student engagement and the challenges teachers face when integrating technology into their teaching. However, what remains underexplored is the intersection of these two elements— teachers' perceptions of combining activity-based tasks with web-based materials that are familiar and relevant to students' lives.

While numerous studies have explored the effectiveness of activity-based learning and the integration of technology in education, few have specifically examined the intersection of these two strategies, particularly from the perspective of teachers. Much of the existing literature tends to focus on student outcomes, digital tool effectiveness, or general technology integration in classrooms, often overlooking the critical role that teachers' perceptions play in successful implementation.

Additionally, previous research that does address teacher perspectives often treats activity-based learning and web-based materials as separate entities. There is a noticeable lack of studies that investigate how teachers perceive the integration of activity-based tasks with familiar web-based content, content that reflects students' real-life experiences and interests. This combined approach has the potential to enhance learner engagement, yet it remains underexplored in empirical studies.

Furthermore, current literature seldom provides in-depth insights into the challenges teachers face when attempting to merge pedagogical innovation with digital content drawn from everyday web contexts. Teachers' readiness, digital literacy, institutional support, and curriculum constraints are often mentioned in passing but not examined thoroughly in this specific instructional context.

This gap is significant, as the integration of familiar digital content (such as trending news, social media themes, or popular culture topics) into classroom activities could potentially enhance relevance and motivation among learners. Yet, there is limited research examining how teachers perceive the

value, practicality, and challenges of this blended approach in real classroom settings. This study seeks to fill that gap by focusing specifically on teachers' perceptions of using activity-based methods in conjunction with familiar web-based content.

Thus, this study seeks to fill this gap by focusing on how teachers perceive and experience the integration of activity-based tasks with web-based familiar topics in their teaching practices. It aims to provide a clearer understanding of the potential, limitations, and support needs of educators when implementing this blended instructional approach.

Instructional approaches are essential tools for the learning process. This statement means that instruction is fundamental for education, including a transfer of learning from teachers to students, in which the teachers give direction and the students receive instruction to do learning activities. The academic community must confirm that instructional approaches involve learning models that present their purpose of establishing an effective teaching-learning process. The instructional model is one of the main means in the process of language teaching. Instruction includes the activities of educating or instructing that deliver knowledge and skill. It becomes a main means of learning experience for students, covering knowledge, skills, behavior, attitude, and norms(Aronsson, 2023).

Instruction explores the process of teaching and learning. Teaching means giving lessons related to a particular subject to a learner's group, and learning means gaining knowledge by studying, being taught, being educated, and experiencing (Jalilzadeh & Tahmasebi, 2014). The existence of the instructional model in the teaching process determines the quality of the teaching and learning process. The instruction is recognized as a process that involves teachers, students, and all components, such as goals, materials, methods, tasks, and assessment tools. So, the instructional process can be seen as an interconnected system between its components in achieving the appointed goals of learning.

Through the instructional model applied by the teachers, the students can acquire English abilities, not only to communicate, but also to use as a tool to comprehend the subject matter in school and college. Therefore, the instructional models need to be presented to the students in a valuable activity and task that helps the learning process in the classroom. Besides, it can facilitate the teachers to meet the students' needs in learning activities. It also improves the teacher's performance as an instructor in the classroom. Therefore, in teaching the students how to comprehend the content of materials fully, the students should be facilitated with a good instructional model that assists them in having broad meaning comprehension, a much wider knowledge, valuable study and thinking skills, enhancing students' critical thinking ability and promote the students' motivation and interest.

Explicitly, instruction is a product of teaching and learning ("Akdeniz," 2016) . It is defined as the whole process applied for learning to appear and for the development of the target behavior that learners are expected to have. It has the purposeful organization of experiences to assist students in achieving intended change in their performance of learning. Instruction is also known as an action taken by teachers to create a stimulating learning environment, to provide guidance along with the necessary instructional tools, and carry out activities that facilitate learning and help develop the progress of students' proficiency and achievement. This concept of instruction brings the researcher to argue that instruction is a combination of teaching and learning activities, including facilitating the learning process and guiding the students.

Additionally, the term of instruction is redefined by(Zulkumor & Senior, 2024) as a learning process built up by the teacher to improve the creativity of thinking, which can improve the students' competence in constructing new knowledge as an effort to master the subject matter and promote language skills. He states that an instruction consists of a set of learning activities conducted by students to achieve a learning result under the supervision, guidance, and motivation of a teacher. Therefore, the instructional process must be performed practically, which shows the students' activities

in the classroom. An instructional activity should be designed to provide students with language skills and subject matter content knowledge. To gain the orientations, the teacher plays an important role in creating an effective instructional process.

Similarly, (Tulung, 2009)gives a view of instruction that orients to empower all potencies possessed by students to have expected competence through efforts in building up and developing attitude, knowledge, and skill. Other qualities that should be developed by the curriculum and must be implemented in the instructional process include students' creativity, autonomy, cooperation, solidarity, and performance in creating good character. In achieving the good quality of instructional process, it needs main principles such as learning is centred on students, developing the students' creativity, creating a comfortable and challenging learning environment, containing the value, ethic, logic and esthetic, providing various learning experience through application of some contextual, efective, eficient and meaningful learning strategies and methods. From this point of view, the instruction process requires organizing the learning activities into a good and systematic sequence. Therefore, the teachers are expected to create and facilitate the students with innovative learning which encourages the students to play active roles in the classroom.

Consequently, (Tomlinson (2005)stated that instruction is a human effort whose purpose is to help people learn. While learning may happen without any instruction, the effects of instruction on learning are often beneficial and usually easy to observe. When instruction is designed to accomplish a particular goal of learning, it may or may not be successful. Therefore, the instructional design can be the sense as aiding learning. Moreover, instruction is a set of events that affect learners in such a way that learning is facilitated. In this case, the teacher plays a crucial role in arranging any of these events. The learning and teaching process is one form of instruction. To be effective, it must be planned. This means that a teacher must design the instructional steps systematically.

From this point of view, this research aims to know the teachers' perception of activity-based tasks that are integrated with the utilization of web-based familiar topics. The novelty of this study lies in its focus on combining two key instructional elements—activity-based learning and the use of familiar, real-life web content—within a single pedagogical framework. While prior studies have explored these strategies independently, few have investigated how their integration influences teaching practices and perceptions in real classroom settings. By centering on teachers' insights, this research offers a fresh perspective on how such tasks are perceived in terms of student engagement, contextual relevance, and practical classroom implementation. Additionally, it sheds light on the potential of leveraging digital familiarity to bridge the gap between curriculum content and students' everyday online experiences, which is especially relevant in an increasingly digital learning environment.

In brief, this study will explore teachers' perceptions of activity-based tasks that are integrated with the use of familiar, web-based topics. It seeks to examine how these tasks are implemented in classroom settings, the perceived impact on student learning and motivation, and the extent to which teachers feel prepared and supported in using such strategies. By gaining insight into these perceptions, educators and policymakers can better design and support effective teaching practices that are aligned with current technological advancements and student needs.

This research is supported by the concept of designing a system of instruction. It is an enterprise that is likely to involve a variety of specialized people and agencies. One of the agencies is universities, they have trained teachers, publishers provided textbooks, and local communities have constructed the school buildings and employed people to operate the schools. The teachers adapt components of instruction to be compatible with the atmosphere of the classroom. For example, using available instructional materials to accomplish the objectives of the teaching process. That's why the schools,

industry, universities, and other agencies are organized as a consortium and applying a system approach and represent the ideal model of instructional systems design in the future. Research conducted by Sevy (2016) concludes that instructional design contains the objectives, skills, methods, strategies, activities, outcomes, and goals of the teacher.

Planning of instruction is often viewed as a key aspect of teaching a successful lesson. During the planning phase, the teacher makes decisions about needs, goals, activities, resources, timing, grouping, evaluation, and other aspects of the lesson (Farrel cited in Richards and Renandya, 2002). There are several elements in a lesson plan, namely description of the class, recent work, objectives, contents (context, activity, class organization, aids, language, possible problems), and additional possibilities (Harmer, 1991).

The teachers are expected to make a connection among those elements of the lesson plan as mentioned by Harmer. The teachers should adapt various materials to be used in different ways to make them better suited for the classroom. The process of lesson planning is very useful as a part of instructional activity that results in a successful lesson. Planning can be regarded as a process of transformation during which the teacher creates ideas for lessons based on an understanding of learners' needs, problems, and interests, and on the content of the lesson itself.

Farrel in Richards and Renandya (2002) adds that lesson planning has some pedagogical dimensions of the lesson, such as management of the students, students' attention, maintenance of students' engagement in the lesson, class organization into pairs and groups. These pedagogical dimensions must be handled very well by teachers so that the classroom will be a spirited and productive place of activity. Lesson planning is displayed concretely in a classroom context. As a result, the teachers have to manage the class effectively, which will create good classroom management. Classroom management refers to the methods by which teachers organize and direct a class to maximize its productivity for language learning.

2. Methodology

This research employed a descriptive study using a quantitative approach. The study was conducted in secondary education, involving English teachers as respondents. A total of ten English teachers were selected as the sample of this research. To collect the data, a closed-ended questionnaire with Likert Scale items was used. The questionnaire consisted of structured statements that asked teachers to indicate their level of agreement on a five-point scale ranging from "strongly disagree" to "strongly agree." The use of a Likert-scale questionnaire was considered appropriate because it allows researchers to systematically measure teachers' attitudes, perceptions, and opinions toward activity-based tasks integrated with web-based familiar topics. Compared to other data collection methods such as interviews or open-ended surveys, the structured questionnaire provides more standardized responses, facilitates quantification, and makes statistical analysis possible.

To analyze the data collected from the questionnaire, the researchers followed procedures for calculating and categorizing the teachers' responses. The quantitative data obtained were scored and analyzed using the Likert Scale framework (Dörnyei, 2003), which is widely used in educational research to measure attitudes and perceptions. The data related to teachers' perceptions of activity-based tasks were thus categorized and interpreted based on the scoring results.

3. Results and Discussion
3.1. Result

This point confirms teachers' perception of activity-based tasks integrated with utilizing web-based familiar topics. The researchers distributed a questionnaire to the English teachers. The researcher team provided a questionnaire consisting of 40 items of statements for teachers. This aims to obtain data related to their responses on CBI tasks. Besides, it is also regarding to the practicality and the effectiveness of theme-based tasks in which will give contributive information toward the application of CBI tasks in the future. Moreover, this questionnaire aimed to evaluate the implementation of theme-based tasks; hence, the responses of teachers and students were gathered. The research also employed a sheet of interview guide to reach the teachers' ideas on CBI tasks implementation in secondary level education.

To find out the teachers' perception on perception on activity-based tasks integrated with the utilization of web-based familiar topics, the researcher team distributed a questionnaire to the English teachers. There are forty items covered in the questionnaire analyzed. The data from teachers is tabulated and analyzed by using the Likert Scale. The findings indicate indicating the teachers have a positive perception of speaking and writing using CBI tasks. To show the data in detail, it can be seen in the following chart 1.
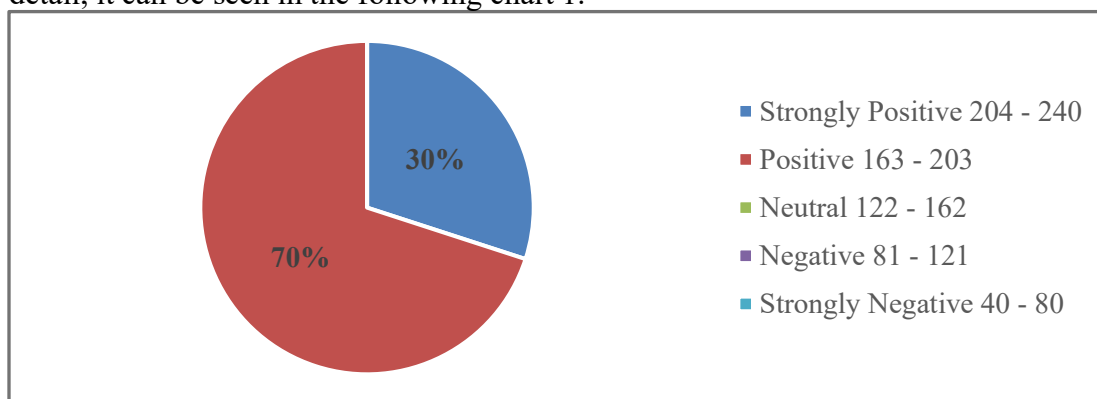

Chart 1. Teachers' Perceptions on Activity-Based Tasks Integrated with Utilization of Web-Based Familiar Topics

Chart 1 revealed the teachers' perceptions on perception on activity-based tasks integrated with the utilization of web-based familiar topics. The majority of English teachers had a positive perception of theme-based tasks developed by present researchers. It was shown that 70% of teachers are classified in the positive option. While 30% of teachers were in a strongly positive classification. None teachers were classified in option of neutral, negative, or strongly negative. Therefore, it can be concluded that English teachers of secondary education had a good opinion of theme-based tasks. Additionally, they also agreed with its implementation because it can promote the students' productive skills. Additionally, to support the data of Figure 1, the researchers presented the mean score of teachers' perception on the following Table 1.

Table 1. The Mean Score of Teachers' Perception

Total Respondent	Total of Teachers' Score	Mean	Classification
10	2011	201.1	Strongly Positive

Table 1 indicates that the mean score of teachers' perception is 201.1, which the means is in a strongly positive category according to the range of teachers' perception scores. This data reveals that the teachers have a strongly positive attitude toward the theme-based tasks implementation developed by the present researchers. Moreover, the researcher also analyzed each item in the statement of a questionnaire distributed to the teachers. The result of the analysis of forty statement items was analyzed and classified by using the Likert Scale. The analysis of it can be seen in Table 2.

Table 2. Analysis Result of Teachers' Perception on Each Statement Item

No	Statement	Average	Classification
1.	Theme-based tasks (TBT) develop an increased awareness of the language demands of their subject materials.	5.4	Agree
2.	TBT develops teaching materials that engage learners.	5.3	Agree
3.	TBT supports content and language learning.	5.4	Agree
4.	TBT is a significant approach in language education.	4.7	Partly Agree
5.	TBT is designed to give the students second language instruction in content and language.	4.9	Partly Agree
6.	TBT is beneficial for improving the students' motivation and interest.	5.1	Agree
7.	TBT can change the students' learning style.	5	Agree
8.	TBT promotes the students' speaking skill.	5.1	Agree
9.	TBT promotes the students' writing skill.	5.3	Agree
10.	TBT enriches the collection of authentic teaching materials	5.1	Agree
11.	TBT strengthens language learning as the main priority.	4.7	Partly Agree
12.	TBT guides the evaluation process that is based on language skills.	4.9	Partly Agree
13.	TBT assists the teachers in selecting the integrated subject matter.	5.2	Agree
14.	TBT helps the use of two or more instructional languages.	4.9	Partly Agree
15.	TBT reinforces the application of cooperative learning principles.	4.6	Partly Agree
16.	TBT orients knowledge is displayed in written and orally.	4.4	Partly Agree
17.	TBT empowers student-centered classroom activities.	5.2	Agree

No	Statement	Average	Classification
18.	TBT builds up the good activity sequences.	5	Agree
19.	TBT involves the students in the learning process.	4.9	Partly Agree
20.	TBT supports contextualized learning.	5.4	Agree
21.	TBT enhances the students' motivation.	5	Agree
22.	TBT eases to gather, process, and report the information in learning materials.	4.9	Partly Agree
23.	TBT has to practice the feedback on language and grasp of content.	5.4	Agree
24.	TBT has to employ the grammar instruction.	5	Agree
25.	TBT increases the grasp of grammar.	5	Agree
26.	TBT facilitates contextual and meaningful language skills through authentic materials.	5.2	Agree
27.	TBT emphasizes academic language functions such as describing, explaining, etc.	5.2	Agree
28.	TBT engages students in guided communication practice activities.	5.3	Agree
29.	TBT trains the teachers to organize materials effectively.	5.3	Agree
30.	TBT enriches vocabulary mastery.	5.2	Agree
31.	TBT trains the students to share responsibility and work together to complete tasks.	5	Agree
32.	TBT stimulates to acquisition of the target language extensively.	5	Agree
33.	TBT activates the students' participation in English class.	5.4	Agree
34.	TBT creates meaningful learning output.	5.1	Agree
35.	TBT must be associated with visual instructional materials support.	5	Agree
36.	TBT must be integrated with four language skills (speaking, writing, reading, and listening) in classroom activities.	4.8	Partly Agree
37.	TBT focuses more on content learning than language learning.	4.7	Partly Agree
38.	TBT focuses more on language learning than content learning.	4.4	Partly Agree
39.	TBT views language skills mastery as not too important.	5	Disagree
40.	TBT model success is highly influenced by teachers' capability to design teaching and learning activities.	4.7	Partly Agree

The English teachers are the participants in this research. Regarding the fourth research question, which attempted to investigate English teachers' perceptions toward the implementation of theme-based tasks in English classes. Table 2 clarifies the teachers' responses on the implementation of theme-based tasks. They responded positively to theme-based tasks. This study reveals that the teachers showed their positive perception of the implementation of theme-based tasks as an English language instruction. The findings of teachers' perception were supported by the analysis of the data obtained from the questionnaire.

Based on the forty statements in Table 2, there were twenty-seven statements were perceived positively by teachers. It was proved that the teachers' perceptions averaged in the range of 5 – 5.9. These agreement perceptions were classified as an agree classification on theme-based tasks implementation. They agreed that theme-based tasks support authentic teaching materials development, visual learning materials development, content and language learning, students' motivation improvement, and good learning activity sequences. In addition, they also responded positively that theme-based tasks have the potential to change the students' learning style, are effective in promoting the students' productive skills, enrich vocabulary mastery, reinforce cooperative learning in learning situations, and activate the students' participation in English class.

Moreover, twelve statements were perceived as partly agree by teachers. It was shown that teachers' perceptions averaged in the range of 4 – 4.9, classified as partly agree. They partly agree that theme-based tasks more strongly strengthen language learning as the main priority, guide the evaluation process based on language skills, and focus more on oral and written forms. Integrating four language skills in English learning using theme-based tasks is an absolute must. However, there is one statement that is perceived as disagreeing with them, exactly statement number 39, which views language skills mastery as not too important.

Nevertheless, the majority of English teachers responded positively and stated agreement on the theme-based tasks. It was indicated that most of the questionnaire statements were perceived as agree by teachers, reaching a central tendency of approximately more than 75%. From the result of this questionnaire, the researcher concluded that more than half of the teachers have a positive perception that CBI can promote the students' productive skills, vocabulary mastery, activeness, and comprehension of the material content. Besides, theme-based tasks implementation potentially trains the English teachers' capability to access the internet in searching authentic learning materials and empowers them to be skilled in managing their English classes. In particular, theme-based tasks train the teachers to modify their learning materials into an effective learning sequence.

3.2 Discussion

This session discussed the teachers' and learners' perceptions toward theme-based tasks in secondary education. Based on the findings, the majority of English teachers perceived theme-based tasks positively. The ten English teachers who participated as research respondents received forty items covered in a questionnaire. They showed their positive responses on the implementation of theme-based tasks, in which these learning activities potentially promote the students' productive skills and learning activities, and also make the English learning process more interactive and communicative. Furthermore, this theme-based task facilitated the students' learning experiences with an activity-based CBI approach, which has been developed from CBI learning models (Clegg, 1990). In this case, the teacher facilitated the students with familiar learning topics and integrated them with the

Additionally, this session also explored the analysis results of teachers' perceptions of each statement of a questionnaire given to the English teachers. They agreed that CBI develops the educators' awareness and ways to expand and modify teaching materials that effectively engage the learners in content and language learning. This perception supported the CBI's approach curriculum introduced by (Santana-Williamson, 2013) that CBI trained the educators or teachers to utilize and organize the authentic materials based on the students' needs into meaningful learning activities. It is in line with (Cenoz, 2015) and (Clegg, 1990), indicating content as a resource for learning and improving language skills. Moreover, CBI is very relevant to the second language acquisition theory and comprehensible input pioneered by Krashen (1982). Hence, CBI facilitated the students to acquire a foreign language in oral and written form.

The English teachers showed their agreement on theme-based tasks beneficially improved the students' motivation, interest, and changed the students' learning styles to be more active and enthusiastic. As proved by research findings that the majority of students actively performed learning reactions. It is in line with the previous findings, such as (Aror & Kapoh, 2024; Huang, 2011; Nim, 2024; Prayoga & 11910413292, n.d.).proved that CBI influenced the students' affective factors, including motivation, interest, and involvement in English class. They hold that theme-based tasks promoted the students' speaking and writing competencies as evidenced by the students' mean scores, which showed improvement from pretest to posttest. Moreover, proof of this finding backed up the idea of Lyster in Loewen and Sato (2017) emphasized that content-based language teaching enhanced the second language competence.

They also agreed that theme-based tasks reinforced the cooperative learning model, empowered student-centered classroom activities, built up good learning activity sequences, and supported contextualized learning (Sada & Wiranto, 2024; Zulkumor & Senior, 2024). It is in line with the development of CBI models, the researcher extended into activity-based language instruction in which is divided into pre-task, whilst task, autonomous task, post-task, and evaluation task (Ilmu et al., n.d.; Indraswari & Supriyanti, n.d.; Santana-Williamson, 2013b). This theme-based task applied cooperative learning principles that prioritized student-centered learning activities. This theme-based task facilitated the learners' acquisition of contextually based learning and knowledge experience. Moreover, it assisted the learners to experience academic language functions such as mentioning, describing, and explaining based on provided authentic materials. In other words, it created a context-building, reporting, and interactive process (Baa et al., 2023).(Dollah & Baa, 2022) It is not only used theme, adjunct, and sheltered-based CBI model, but also needs an activity-based based to facilitate the learners' meaningful learning experiences (Masuram & Sripada, 2020; Smp & Panjang, n.d.). In short, selected learning materials, separated content and language learning, and separated native and non-native students are not enough if they are not guided by clear instructional activities. The concept of the CBI model was popularized by (Clegg, 1990) was expected to be developed, impacting experiential learning

4. Conclusion

The teachers showed their positive responses to activity-based tasks integrated with the utilization of web-based familiar topics. The teachers commented positively that these tasks potentially trained them to utilize and organize learning materials into a sequence of interactive learning activities. Then, they perceived positively that activity-based tasks reinforced cooperative learning, empowered student-centered classroom activities, and created experiential learning. Similarly, the students perceived an interest in learning English through theme-based tasks. It created a learning atmosphere that they enjoyed, provided meaningful learning experiences, increased their

motivation to practice English orally and in writing, and encouraged their active participation in English learning.

Based on the findings of this research, it can be concluded that integrating activity-based tasks with familiar web-based content is an effective instructional approach that benefits both teachers and students. For teachers, it serves as a tool to design more interactive and structured learning activities, while for students, it enhances motivation, engagement, and active participation. This research confirms that such an approach supports a dynamic, student-centered learning environment and fosters more meaningful and communicative use of English in the classroom.

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