Task-Based Instruction in teaching 21st Century literature from the Philippines and the world: Learners' views and reflections

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Article Info	Abstract
	This study aimed to determine the learners' views and reflections on task-based instruction in teaching 21st Century literature from the Philippines and the World Subject. Specifically, the following objectives were attained: to determine the understanding of learners in the concept of task and task-based instruction, to know learners' perceptions in the implementation of task and task-based instruction used by the teacher in teaching 21st Century Literature subject, to point out the problems encountered by the students and how the students overcome those problems in performing task-based activities. 73 grade 11 students served as the respondents of this study. Using the descriptive method, specifically survey and interview, the study revealed that most students clearly understood the concept of task and task-based instruction. However, some students only agreed that performing tasks and the teacher's task-based instruction in teaching 21st Century Literature use the English language. The majority of the respondents strongly agreed that task and task-based instruction is implemented in their 21st Century Literature class. External factors, language used in the instructions written in the module, interest in literature and familiarity with literary materials, and difficulty level of task-based activities in the module are problems that the respondents encountered during the implementation of task-based instruction in their 21st Century Literature class. While seeking classmates' and teacher's assistance, teacher's motivation and teaching strategies, and self-initiative and motivation are the means for the students to overcome the difficulties they encountered in implementing the task and task-based instruction in 21st Century Literature class.

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INTRODUCTION

As the call in delivering quality instruction in the classroom, teachers are doing their best to use instructional practices to help the students learn new ways and ways of coping with the demand of 21st-century opportunities. Teachers do tailor the learning objectives to their motivation, discussion, and performance tasks up to the assessment to deliver their lessons effectively. In addition, 21st-century teaching and learning require new strategies and dedication to successful teaching and learning. Teachers need to implement various strategies and practices in helping the learners to think critically regarding the world they are living in, immerse themselves with digital and social media, and utilize collaboration and communication skills needed for the learning environment.

Literature can help the learners to achieve 21st-century skills through reading literary materials suited to the learner's ages and interests. Therefore the goal of every literature teacher is to teach the learners to love literature. Traditionally, literature was considered the primary source in teaching language classes during the Grammar-Translation method (Khatib et al., 2011). It also asserts that literature is life, regarded as the entrance in the outside world, and can be a means of knowing who the people are, what they are, and what they used to be (Magulod, 2018). Moreover, teaching and reading literary text play an essential role in learning the English language, such as improving communicative competence and the best tool for intensive and extensive reading, which can help the learners to improve their reading skills (Khan & Alasmari, 2018). In the era of globalization, a classroom can promote cultural and intercultural awareness through teaching literature. Literature can flourish sociolinguistic and pragmatic competence through its authenticity as reflected in the communicative model (Khatib & Nourzadeh, 2011).

In teaching English through literature, the L2 can be considered an additional corpus that answers a grammar based on firm rules and focuses on a fixed canon of literary text as a source, tool, and model for composition (Ghani & Din, 2017). Experts in literature teaching suggested some techniques in integrating literature in the classroom; first, teachers should work for students' connection with literary texts. Second, literature should be a source for language learning in language classrooms and not as an end itself. Third, the involvement of literary texts does not mean the elimination of other literary texts. Fourth, students should have the opportunity to utilize the literary language in innovative ways. Fifth, teachers should secure the accessibility of literary materials for their language classrooms. Sixth, teachers integrate macro skills in teaching literature in the classroom. Lastly, teachers should give scaffold assistance with literary materials (Khatib & Nourzadeh, 2011). The study about instructional practices in teaching literature revealed that instructional practices conducted by the teachers in teaching literature should be connected to the learner's development as reflected in the goal and instructional objectives of the lesson (Mustakim et al., 2018). While the findings on the study regarding the approaches in teaching literature employed by senior high school teachers found out that the ultimate objective in teaching literature is to let the learners appreciate the content through the use of various approaches reflected from the techniques utilized by the teachers (Parojenog, 2020). Regarding the study on the relationship of literature-based activities on learner's emotional intelligence showed that literature-based activities had a positive impact on learner's emotional intelligence as well as the measures of fluency, complexity, and accuracy also had a positive correlation with students' scores in the test (Shiriyan & Nejadansari, 2014).

The reader-based post-structuralist analysis method in teaching literature helps learners reform into their cognitive structure and perceive the world from multiple perspectives (Yaqoob, 2011). While literature use in EFL teaching and learning process believed that short stories are considered the most effective means of teaching literature and language classes (Pardede, 2021). In studying literature regarding the contemporary environment and accessing its impact on educational policies and curriculum may affect the choice of literary materials and literature itself as a desirable curriculum (Dazz, 2014).

In the Philippine context, particularly with the implementation of the Enhanced Basic Education Act of 2013, also known as the K-12 Program, one of the core subjects that the senior high school students need to take is 21st Century Literature from the Philippines and the World. As reflected in K-12 Curriculum Guide on 21st Century Literature, this subject intends to immerse the learners in appreciation and critical study of 21st-century literature from the Philippines and the World comprising many dimensions, genres, elements, structure, contexts,

and traditions (21st Century literature, Curriculum Guide). With this, teachers can choose the teaching strategies that they can use to teach this subject. These are the suggested approaches in teaching literature; Information-Based approach, Personal-Response, Language-Based, Pharaphrastic Approach, Moral-Philosophical, and Stylistic Approach (Mustakim et al., 2018). But, in teaching literature, Task-Based Instruction can also be used by the teachers. The use of language tasks improves the learner's communicative ability (Bhandari, 2020). In addition, task-based instruction aims to develop the learner's linguistic repertoire of L2 by letting the learners get involved in classroom activities using authentic materials (Nhem, 2020). In line with literature teaching, task-based instruction is anchored with whole literary engagement wherein task is defined as "Piece of language that linguistically, physically, emotionally, intellectually, socially, critically, meaningfully, creatively, consciously, or subconsciously, aesthetically, spontaneously, motivationally, and experientially involves learners in the process of learning." (Khatib et al., 2011, p.216).

Therefore, literature is a basis where the whole engagement can be easily achieved given that the teachers consider various ways in which students can be wholly involved. In order to fully involve and immerse the 21st century learners in learning and appreciating literary materials, the cited study above introduced task-based instruction in teaching world literature. Based on this empirical observation, the researcher was prompted to conduct this initial study by determining the views and reflections of learners on the use of task-based instruction in teaching the subject of 21st Century Literature from the Philippines and the World. Specifically, it sought to answer the following research questions.

1. How do students understand the concepts of task and task-based instruction their teacher uses in teaching 21st Century Literature from the Philippines and the World?
2. How do students perceive the implementation of task-based instruction in their 21st Century Literature from the Philippines and World subject?
3. What are the problems that the students encountered in performing task-based activities?
4. How do students overcome the constraints that they encounter in performing task-based activities?

This study can serve as an additional contribution to teaching literature course in this 21st-century era. It can help the teachers to have various options or teaching strategies that they can use in teaching literature. The focus of the study is determining the learners' views and reflections on the use of task-based instruction. It will serve as a guide to design an instruction that is appropriate to the needs and knowledge of the learners regarding task-based instruction. Lastly, it will serve as a baseline for future researchers to conduct studies regarding various teaching literature strategies.

METHODS
This study used a descriptive method to gather pertinent information relevant to this research. The descriptive method identifies attributes of a particular phenomenon based on an observational basis (Creswell, 2009). The Quantitative technique through the descriptive survey was used to determine the respondents' understanding and perception of task-based instruction in teaching 21st Century Literature. Qualitative technique through open-ended interview was utilized to determine the constraints that respondents encountered in performing task-based activities and their way to overcome the limitations they encountered.

The respondents in this study were the Grade 11 students from the two sections of Accountancy Business and Management Strand and 1 section from Technical Vocational Livelihood Track-Bread and Pastry Strand of Tañong High School in Marikina City. They were enrolled in 21st Century Literature from the Philippines and World subject during the second semester of 2020-2021. Table 1 presents the distribution of respondents according to their track and strand.

As reflected in Table 1, 34 and 14 respondents were from Accountancy Business and Management Strand while 25 were from the TVL track. The researcher used a total of 73 respondents in this study.

Table 1. Distribution of Respondents

Grade and Section	Track and Strand	Number of Respondents	Percentage
11-Consistency	Academic Track/Accountancy Business and Management Strand	34	46.58
11-Competency	Academic Track/Accountancy Business and Management Strand	14	19.18
11-Diplomacy	Technical Vocational Livelihood Track-Bread and Pastry Strand	25	34.25
Total		73	100

The researcher used two instruments to gather the data needed—the Likert questionnaire adopted from the study of (Jeon & Hahn, 2006). Originally the instrument was composed of Likert-type questionnaires with 15 item questions. Seven (7) questions focused on teacher's understanding of task and task-based and eight (8) questions focused on teachers' views in implementing task-based instruction in language classroom. To fit this questionnaire with this study, the researcher modified the questionnaire and integrated some literature and literature teaching aspects and contextualized it for learners since the original questionnaire is intended for teachers.

From fifteen (15) item questions, it became sixteen (16) item questions. Five (5) questions were intended to measure the understanding of students about task and task-based instruction and eleven (11) questions to determine students' views in the implementation of task-based instruction. The second instrument was the researcher-made open-ended questionnaire for the interview to determine the problems the respondents encountered during the implementation of task-based instruction and how they overcame those identified problems. The researcher sought the assistance of experts in literature teaching and task-based instruction to validate the content of the adapted research instrument.

In gathering the data, the researcher first sought permission from the office of Schools Division Superintendent of Division of Marikina to conduct the study. After the validation of instrument, the researcher administered the survey questionnaire through an online platform, and interviewed the respondents through the Google Meet platform. The researcher conducted all these procedures to comply with the minimum health standard protocol guidelines to prevent the COVID-19 virus. The responses of the students were transcribed, coded, formulate the recurring themes based on the responses of participants in the interview, then the data were analyzed, and interpreted.

FINDINGS AND DISCUSSION
Students' understanding of the concept of task and task-based instruction
Table 2 shows that 38 or 52% of the respondents strongly agreed with the first indicator, *a task is a communicative goal,* while 34 or 47% of the respondents only agreed. Only one respondent disagreed on the first indicator. In the second indicator, 40 or 59% of the respondents strongly agreed that task-based instruction implemented in the classroom is composed of Pre-task, during the task, and post-task. Meanwhile, 32 or 44% of respondents agreed and only one respondent disagreed in the second indicator. In response to indicator 4, 40 or 42% of the respondents agreed that a task primarily focuses on meaning. While in indicator 5, most of the respondents (39 or 53%) strongly agreed that the objectives of the lesson were attained through performing the task given. Lastly, in response to indicator 5, most of the respondents only agreed (43 or 59%) that a task in any lesson/activity used the target language (English) by the learners themselves.

As manifested in the survey result regarding the students' understanding of the concept of task and task-based instruction, most of the students showed a clear understanding of the concept of task and task-based instruction. This clear understanding of task and task-based instruction was made possible by systematically discussing the literature lessons with the students. By following the cycle, pre-task, during task, and post-task, used by the teacher, task-based instruction in the literature classroom was already familiar to the students. With regard to the tasks implemented in their

literature class, students perceived it as student-centered by nature because the teacher included them in planning the task and allowed them to do the task gradually until they became independent in doing the task. It also reflected that the students understand the task they were performing in their literature class clearly defined in the goal of the literature lesson.

Table 2. Students' understanding of the concept of tasks and task-based instruction

Item	SA	%	A	%	D	%	SD	%
A Task is communicative goal directed	38	52	34	47	1	1	0	0
Task-Based Instruction is based on student-centered approach	43	59	28	38	2	3	0	0
Task-Based instruction implemented in the class comprises pre-task (lecture or discussion provided before doing the performance task). During task (The teacher gives the activities, guided with instructions discussed in the pre-task, and shows the students doing the task). Post-task (students' output of performance is being assessed and evaluated using a rubric intended for a specific topic	40	55	32	44	1	1	0	0
A task involves primary focus on meaning	29	40	42	58	2	3	0	0
A task performed in the class is clearly defined in the goal of the lesson	39	53	33	45	1	1	0	0
A task in any lesson/activity used the target language (English) by the learners	27	37	43	59	3	4	0	0

On the other hand, it also observed that the student only agreed that a task in any lesson or activity used the target language (English) in literature class. This understanding of students on this specific indicator is affected by the language used in online classrooms. Since there is an implementation of a distance learning class, learners are encouraged to speak in the language they are comfortable with, especially when conducting an online class to promoted active participation in online classroom discussion. However, it does not mean that the target language, English, is not promoted or used. Based on their responses in the activities and output in their task, most students used English. With this, the students need to have a positive attitude regarding the concept of task and task-based instruction to achieve the desired outcome (Hadi, 2013). Moreover, a communicative approach is appropriate to promote a better understanding of task and task-based instruction in teaching the macro skills or teaching literature (Du et al., 2017). It also observes that the students participating in task-based classroom activities improve students' interest in and motivation in learning the lesson and learning the target language (Hadi, 2013; Mozgalina, 2015; Park, 2012).

Students' perceptions on the implementation of task and task-based instruction in their 21st Century Literature class

Table 3. Students' perception of the implementation of task-based instruction in their 21st Century Literature class

Item	SA	%	A	%	D	%	SD	%
My teacher presents the Learning Competency and specific objectives before the implementation of Task-Based Instruction in the 21st Century Literature Class	47	64	25	34	1	1		0
I'm very interested in the implementation of Task-Based Instruction in 21st Century Literature class	33	45	40	55		0		0
Task-Based instruction in 21st Century Literature class provides me a flexible atmosphere and environment in promoting target language (English) use	38	52	35	48		0		0
Task-Based instruction helps me to activate my needs and interest in doing the tasks given in our 21st Century Literature class	39	53	33	45	1	1		0
Task-Based instruction in 21st Century Literature class helps me to develop and integrate my skills in the distance learning	35	48	38	52		0		0

Task-Based instruction in 21st Century Literature class requires me to use more time in preparation of doing the task compared to the traditional approach used in the class	39	53	34	47		0	0
Task-Based instruction in 21st Century Literature helps me to have a deeper understanding of literary terms	35	48	38	52		0	0
Task-Based instruction in 21st Century Literature class provides me an avenue to appreciate various literary materials used in the class	41	56	32	44		0	0
Task-Based instruction helps me to activate my critical and analytical thinking skills in analyzing literary materials.	37	51	36	49		0	0
Task-Based instruction helps me to create my literary materials during their implementation in the classroom	38	52	34	47	1 1	0	
In using Task-Based Instruction, my teacher provides appropriate materials (Module and Video clips of literary Materials) that we can use as a guide in performing various tasks in our 21st Century Literature Class.	41	56	32	44		0	0

Table 3 presents the respondents' perceptions in the implementation task and task-based instruction in their 21st Century Literature from the Philippines and the World subject. In indicator 1, most of the respondents (47 or 64%) strongly agreed that their teacher presents the learning competency and specific objectives before implementing task-based instruction in their class. In response to indicator 2, 40 or 55% of the respondents only agreed to implement task-based instruction in their 21st-century literature class. While 38 or 52% of the respondents strongly agreed that task-based instruction in 21st-century literature class provides them a flexible atmosphere and environment in promoting target language (English) use. For indicator 4, most of the respondents (39 or 53%) strongly agreed that task-based instruction helped them activate their needs and interest in doing the task given in their 21st Century Literature class. In response to indicator 5, only 38 or 52% of the respondents agreed that task-based instruction in 21st Century Literature class helps them develop and integrate their skills in distance learning. While 39 or 53% of the respondents strongly agreed that task-based instruction in 21st Century Literature class requires them to use more time to prepare for the task than the traditional approach used in the classroom.

Regarding indicator 7, most of the respondents (38 or 52%) only agreed that task-based instruction helped them have a deeper understanding of literary terms. In response to indicator 8, 41 or 56% of the respondents strongly agreed that task-based instruction in their 21st Century Literature class provided them the avenue to appreciate various literary materials used in the class. For indicator 9, 37 or 51% strongly agreed that task-based instruction helped them activate their critical and analytical thinking skills in analyzing literary materials. While 38 or 52% of the respondents strongly agreed that task-based instruction helped them create their literary materials during its implementation in the distance learning classroom. Lastly, 41 or 56% of the respondents strongly agreed that in using task-based instruction, their teacher provided them with appropriate materials (Module and Video lesson) that they can use as a guide in performing various tasks in their 21st Century Literature class.

Based on the survey result regarding the perceptions on the implementation of task and task-based instruction in the 21st Century Literature class, students strongly agreed on the majority of the indicators presented. It shows that the teacher provided the learning competencies and the specific objectives of the lesson. Through task-based instruction, students were able to arouse their interest and motivation in doing the task given in the 21st Century Literature class. Moreover, the teacher provided ample time for the students while they were doing the task given. However, some students were not using the target language fluently. It also observed that task-based instruction provided a flexible atmosphere and environment to gradually learn to use the target language (English) in their communication in online classroom discussion or written communication while doing their module and written tasks.

It also shows that the students asserted that they appreciate the literary materials discussed in their 21st Century literature class through performing various tasks related to the literary materials and anchored with the learning competencies and their specific objectives. In addition, by performing the task and with the help of task-based instruction in 21st Century Literature class, students developed and activated their critical and analytical skills interpreting literature materials.

This observation led them to create their literary materials by integrating ICT to create and disseminate their literary materials. Lastly, with the help of appropriate instructional materials aligned with the learning objectives, students perceived that this strategy helped them appreciate task-based instruction and 21st Century literature using the task implemented.

Students' willingness to adapt another strategy used by the teacher to teach specific subjects, especially task-based instruction, showed a positive effect in developing their interest in language teaching (Hashim et al., 2014). In addition, tasks used in the classroom should have a sense of completeness that the improvisation of a literary text can do within its various forms or levels (Khatib et al., 2011). With the help of literature and literature-based teaching, students can get tangible benefits from exposure to other literature. It can serve as a new language learning experience in improving engagement with others, improving personal development, and becoming responsible for regulating their learning (Tuğrul, 2021).

Problems encountered by the students in performing task-based activities in their 21st Century Literature Class
External Factors

> *"Loss of internet connection"*
> *"my problems were about the signal and load, then that's it"*
> *"The cellphone used is not good."*
> *"Sometimes I do not attend the class nor answer the module because my sister and I are sharing materials have the same schedule of the class."*
> *"ang problema ko lang po ay pag di ako nakaka attend sa klase kaya pag dating sa module ang iba di ko masagutan"*
> *"Poor internet"*

As reflected in their responses, technical difficulties are problems they encountered in performing task-based activities in their 21st Century Literature class. With the abrupt changes in the learning mode, students need to abreast themselves in using technology and other means to adapt to the new normal education. Consequently, learners encounter problems such as internet connection because the setup is in distance learning class, lack of signal, and gadget for the online class. This result is the same in the situation in which the learning environment may affect the learners' learning outcomes, such as school supplies or materials and inappropriate learning place or hub, which can distract students from attending the class or performing various tasks (Gilavand, 2016).

The language used in the instructions written in the module

> *"There are some instructions that aren't clear to me."*
> *"Sometimes, I don't understand what to do."*
> *"Sometimes I don't understand the instructions written in the module, so I have to read and study the module many times to understand it."*

In this part, the students found the language used in the instructions written in the module difficult to understand. The use of language is one of the considerations that writers and even teachers should consider in doing instructional materials so that the student can easily understand the module's instructions and context. The importance of using appropriate language may assist the learners in comprehending the materials, the instructions in the tasks, and engage the learners in collaborative dialogue in the online classroom may enhance the language learning among the students (Wen-Cheng et al., 2011).

Interest in literature and familiarity in the literary materials

> *"The only problem is that I'm not really interested in literature."*
> *"Sometimes, I'm not familiar with the lesson or the topic."*
> *"Understanding the context Knowing author context and Comparing and contrasting between genres."*

The students' responses show that some of them are not interested in literature or reading literary text. This is the common reason students are having hard time learning and appreciating literature because they are not interested in it or have a passion for reading. Literature promotes students' creativity and increases their emotional awareness. Moreover, using literature in language teaching encourages students to read and experience it for their enrichment (Ceylan, 2016).

Difficulty Level of task-based activities in the module

> "Difficulty in making mp4-video format adaptation and also creative digital picture presentation."
> "I found some of the tasks were difficult to do."
> "Since it requires us to do the task with the use of technology, there were tasks that were too difficult to do."

The responses clearly stated that the level of difficulty was considered one of the students' problems. Some activities or tasks given in the module require technology to come up with an output. Higher skills are also needed to do the task required. Therefore, as early as junior high school, teachers should expose the learners to the tasks that measure their skills and abilities. In the study regarding the perspective on second language task difficulty, teachers should consider the linguistic background or factors of the students in providing a certain difficulty level of the task. Also, modification of task-difficulty should consider the conceptual factors such as: reducing the number of items in the task, including more visual representation, level of students, and providing rewards (Révész & Gurzynski-Weiss, 2016).

Students' means to overcome the problem they encountered in performing task-based activities
Seeking classmates and teacher's assistance

> "I will ask my teacher if they can do the task. In solo, and ask clearly way."
> "By asking my teacher how to do it."
> "Since our teacher is always there to help, I always him to clarify and re-explain the instructions and tasks in a simple language."
> "I always admire how the teacher explains the instructions and tasks in a way that we can understand it."
> "Since I belong to the modular class, I always rely on the recorded video discussion of our teacher posted on the Facebook page and Google Classroom."

Based on these responses, the students sought the assistance and guidance of their teachers in doing various tasks in their 21st Century Literature class. This strategy helped them to do the tasks and comply with the output needed in every lesson. The study's findings regarding teacher's and student's scaffolding in an EFL classroom revealed that not only can the teachers help the students, but a student can also successfully scaffold their peers. One must understand that every language learner has different strengths and weaknesses. Therefore, the teacher should use it properly in the classroom (Samana, 2013).

Teacher's motivation and teaching strategies

> "I started to love literature because of the guide and teacher.
> "I positively answer the module because of how our teacher taught a lesson and always motivated us to the tasks by relating the topic in our real-life situation."
> "Whether it is online or modular class, the strategy of the teacher used in teaching 21st Century Literature is effective because the difficult tasks in the module became easy for us."
> "I always listen attentively to our teacher during the discussion."

It is observed that students start to love literature. Students are also interested in doing the tasks in 21st Century Literature lessons. It is one of the teacher's strategies in motivating students in performing a specific task.

Task-based teaching and learning reinforce the learners to learn and absorb language skills and develop their creativity. Moreover, interaction is also an effective means to achieve significant results by stimulating learners' motivation and willingness to learn and promote English language (Pietri, 2015).

Self-initiative and motivation

"I overcame my problem in doing task-based activities by focusing on the tasks."
"I try my best to do my task. I searched if I did not understand the question."
"There's none, but for me, I can possibly overcome it by simply asking related questions that are beneficial in discovering accurate and valid information needed."
"By researching that certain topic."
"first self-confidence second understanding of what is being read third listening to class."
"By thinking that in every problem, there is always a solution."
"I buy loads of data."
"Just focus on the module."
"I give myself time to relax and think clearly when I'm okay then I do chores."
I gave time and effort to doing activities/tasks that our teacher gave. And I want to improve myself and be the best version of myself while doing all the tasks.
I was thinking of the positive that would happen to me, and I put aside the problem I am facing now
Because I'm a working student, I can't participate in the online class, so I look at our FB page or google classroom to find out what to do, and I pass my output even late
I prioritize the easy

Lastly, most of the students responded that the strategy they are using to overcome the problems they encountered in 21st Century Literature is self-initiation. It observes that students are doing their strategy to cope with the assigned tasks and lessen the difficulty level that they experience in performing tasks. This situation is similar to the study findings of fostering language learning through literature and task-based instruction. The use of reading guide and self-initiative of the students, the student's motivation to accomplish the task-based reading and writing project was high and had a positive impact on improving their language skills (Arboleda-Arboleda & Castro-Garcés, 2019).

CONCLUSIONS

Based on the findings of the study, the researcher drawn the following conclusions: First, as reflected in the result of the study, students showed a clear understanding of the concept of task and task-based instruction; however, some students only agreed that performing tasks and the task-based instruction used by the teacher in teaching 21st Century Literature use the target language (English). Therefore, teachers should intensify and maximize the use of the English language in discussion and in performing the given task. Second, most respondents strongly agreed that task and task-based instruction is implemented in their 21st Century Literature class. So based on the perceptions of the respondents, the implementation of tasks and task-based instruction is an effective strategy for them. Third, external factors, language used in the instructions written in the module, interest in literature and familiarity with literary materials, and difficulty level of task-based activities in the module are problems that the respondents encountered during the implementation of task-based instruction in their 21st Century Literature class. Therefore, teachers should consider these factors in producing instructional materials and teaching 21st Century Literature classes among the students. Lastly, seeking classmates' and teacher's assistance, teacher's motivation and teaching strategies, and self-initiative and motivation are the means for the students to overcome the difficulties they encountered in implementing the task and task-based instruction in 21st Century Literature class.

This study does not intend to shift the paradigm of teaching literature using task-based instruction firmly. It only reveals that based on the learner's views and perceptions, task-based instruction used by their teacher in teaching 21st Century Literature can be considered as a different approach to teach literature, specifically in the 21st-century era. Though literature teaching is classroom-oriented and task-based instruction is quite a different concept, it is recommended that

language teachers and literature teachers embrace the use of task-based instruction to develop language skills needed and help the students appreciate literature well (Nawaz, 2019). Since this initial study focused on learners' views and understanding regarding task-based instruction in teaching 21st Century literature, aspiring researchers may conduct a quantitative study to determine the effectiveness of task-based instruction in teaching 21st Century Literature.

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