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TEACHERS' PERCEPTION AND PRACTICE IN IMPLEMENTING TECHNOLOGY-MEDIATED TASK-BASED LANGUAGE TEACHING IN SMP NEGERI 4 SINGARAJA

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ABSTRACT

Communicative competence is a key objective in English language education, emphasizing the ability to understand, use, and apply language effectively (Rustipa & Mulatsih, 2021; Saragih et al., 2022). The conventional teaching method nowadays is no longer an effective method to improve students' communicative skills. Communicative language teaching appears to address this issue. Task-based language teaching principles align more practically with these principles. In SMP N 4 Singaraja, the teachers implement the TBLT method with the integration of technology. Therefore, this study explores the perception and practices of English teachers in implementing technology-mediated task-based language teaching. The study adopted a descriptive qualitative design to investigate the phenomenon. The data were collected through questionnaires, classroom observation, and interviews. This data was analyzed to identify the gap between theoretical understanding and practical application. The findings reveal that teachers possess a strong knowledge of TMTBLT principles and recognize their benefits. However, practical implementation is constrained by external challenges, such as limited access to technology and large class sizes. Teachers frequently utilize tools such as PowerPoint and YouTube. Moreover, managing collaborative tasks while integrating technology in large classes often results in unequal participation among students. By addressing this limitation, the teacher can align their positive perception with effective classroom practice. The study highlights the importance of supporting teachers in fully realizing the potential of TMTBLT to create engaging, collaborative, and meaningful learning experiences for students.

Keywords: TBLT, TMTBLT, Teacher Perception, Implementation of TMTBLT, Benefits and Challenges of TMTBLT.



INTRODUCTION

Traditional teaching methods emphasize memorization and repetition over understanding and application. This method is increasingly regarded as insufficient for 21st-century education (Serroukh & Serroukh, 2022). Modern approaches, such as creative assignments, enhance critical thinking and the practical use of knowledge (Obloberdiyevna et al., 2022). The primary goal in English language learning is communicative competence, mastering listening, speaking, reading, and writing (Luisa & Renau, 2016). In Indonesia, English is a compulsory subject in secondary schools. It is focused on communicative proficiency. Practical communicative skills are vital for global opportunities, including careers, education, and international collaboration (Liu et al., 2021; Mirzayev et al., 2022).

Task-based language teaching (TBLT) emphasizes authentic, meaningful tasks to develop fluency and accuracy in language use (Nam, 2023). This method aligns well with Indonesia's Merdeka Belajar curriculum. It also supports the aims of the Pelajar Pancasila profile of the Merdeka Belajar curriculum, such as critical thinking, collaboration, and creativity. TBLT Facilitates competency-based learning as authentic tasks encourage real-world applications (Hasan, 2024; Nursalam et al., 2023). Technology-mediated task-based language teaching (TMTBLT) further enhances learning by integrating tools like multimedia presentation and interactive platforms. It increases student engagement and improves communicative competence (Smith & González-Lloret, 2021; Zhang, 2023).

At SMP N 4 Singaraja, grade 8 English teachers implement TMTBLT to foster active participation and practice in the four language skills. Teachers employ tools like YouTube and Canva to support creative assignments, though challenges like technical issues and time limitations remain (Smith & González-Lloret, 2021). Research indicates that while TMTBLT is effective, its implementation often depends on teachers' perceptions, understanding, and ability to address classroom challenges (Kafipour et al., 2018; Zhao, 2024). This study seeks to explore teacher perceptions and practices of TMTBLT in grade 8 classrooms at SMP N 4 Singaraja, a leading school in the Buleleng district.

THEORETICAL FRAMEWORK

The shift from traditional to modern language teaching methods means that most teaching methods are now communication-based and increasingly mediated by technology. Most students feel less confident when communicating using the target language. Based on Nunan (2004) and Ellis et al. (2019), TBLT differs from the traditional approach in that it is more communicative and meaningful. Several studies indicate that teachers often lack knowledge and understanding of Task-Based Language Teaching (TBLT).

In Indonesia, the context of learning English is as a foreign language (EFL), where English is not the primary language used in daily communication. Ud Din,



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(2023), revealed that the term foreign refers to English in contexts where English is not the primary language or language commonly used by residents in certain areas. Traditionally, language learning is often seen as an effort to achieve linguistic competence, namely mastery of formal aspects of language such as phonology (sound system), grammar, and vocabulary (Nicos C & Natahsa, 2017). Although this traditional view emphasizes the formal aspects of language, modern approaches to language learning also underscore the importance of communicative competence, where language is studied not only as a formal system but also as a tool for communicating effectively in different social and cultural contexts. Based on Setiyadi et al. (2019) English in Indonesia is considered a foreign language. This can be seen from the fact that EFL students in Indonesia learn English as a foreign language, not as their mother tongue or the official language of the country. Apart from that, Tarkan (2019) also identified that English is a foreign language in the Turkish context. According to Schauer, (2019) The context of learning English for EFL learners refers to the situation where a person learns a foreign language (target language) in a country where the official language or primary language is not the target language.

CLT was introduced in England in the 1970s and subsequently spread globally. The application of this method was adapted to local needs, aspirations, and conditions, particularly in the Asian region (Al-Khamisi & Sinha, 2022). According to their study, CLT has been adopted in Oman, to achieve communicative competence in students, considering that English is used as a lingua franca (link language) in the country. Moreover, another study stated that language students believe that learning CLT provides a better structure for learning English language skills and functions (Sefa & Khaferi, 2023). Apart from that, when seeking the proper method for learner-centered learning with communicative goals, many people consider CLT to be the best solution (Akramy et al., 2024).

TBLT is a method that refers to using tasks as the main point of planning and instruction in language teaching (Richard & Rodgers, 2014). Apart from that, one of the primary purposes of choosing TBLT is to increase student activity (student engagement) because TBLT is centered on student activity. (Lume & Hisbullah, 2022). Thus, TBLT plays a crucial role in student interactions and activities centered on communicative tasks, where the teacher serves as a facilitator by designing tasks that encourage students to use language meaningfully and authentically. There are four different versions of Task-Based Language Teaching. Table 2.1 highlights how various scholars have TBLT differently. However, all of the experts agree on using tasks to engage students in meaningful communication, and the focus varies in terms of task types, emphasis on linguistic accuracy, and phases where form-focused instruction occurs.

Table 2.1 Four Versions of TBLT

Characteristics of TBLT	Willis (1996)	Long (1985; 1991; 2015)	Skehan (1998; 2011)	Ellis (2003; 2015)
Natural Language Use	Yes	Yes	Yes	Yes



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Type of task	Real-world production tasks	Real-world production tasks	Pedagogic production tasks	Pedagogic and real-world tasks
Linguistic Focus	Mainly unfocused tasks	Both unfocused and focused tasks	Only unfocused task	Both unfocused and focused tasks
Linguistic Support	Yes	No	No	Possibly
Focus on Form	Pre-task and post-task phase, not the main task	Mainly in the main-task phase	Primarily in the pre-task phase	In all phases of the lesson
Learner-centeredness	Yes	Yes	Yes	Not necessarily

(Adapted from Ellis, 2015)

Technology-mediated task-based language teaching (TMTBLT) is a language learning method that combines the integration of technology in the implementation of task-based language teaching (Kurt, 2021). The concept of this method is to utilize technology equipment such as laptops, computers, projectors, sound systems, smartphones, and mobile sites or applications to facilitate tasks in TBLT (Aorny, 2022). TMTBLT aims to increase the effectiveness and productivity of task-based language teaching methods and technology to support language learning (Aorny et al., 2022). They also state that the main principles of TMTBLT are learner-centered, focus on authentic meaning and communication, use meaningful tasks that resemble real-world activities, encourage interaction and negotiation of meaning, utilize authentic materials and relevant technology, and emphasize learner involvement.

The adoption of technology-mediated task-based teaching in Asia is still in its infancy. Therefore, academics and instructors need to continue conducting research and training to develop this method, especially in teaching oral language skills by utilizing technology (Ellis, 2009; Zhang, 2023). Moreover, the implementation of TMTBLT has the potential to make classroom arrangements more effective and communicative. The main benefits of using tasks and task-based language teaching (TBLT), as reported by teachers (Hima et al., 2021; Maulana, 2021), include:

1. Task-based language teaching (TBLT) was considered to be the 'right' teaching approach, providing better learning opportunities for students compared to the teachers' previous methods.
2. TBLT actively engaged the learners in their learning by involving them in meaning-focused activities.
3. TBLT was deemed relevant to the current curriculum in Indonesia, which emphasizes outcome-based, learner-centered, and cognitive-based learning.
4. TBLT could increase students' motivation to learn English, as evidenced by their enthusiasm and enjoyment during the TBLT implementation stage.
5. The scaffolding aspect in TBLT's task sequence helps students "use" the language and "accomplish" the tasks by providing necessary input and support without explicit teaching.

In this research, perception becomes an important point to describe. Based on Susan (2011) Perception is defined as a process that involves understanding sensory information. It is a personal experience that is influenced by sensory input, experience, and knowledge. The concept of perception is the key to understanding how individuals view objects in the world (Susan, 2011). This is particularly



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significant in the field of the implementation of technology-mediated task-based language teaching (TMTBLT) method in language learning because perception can influence the learning activity outcomes. Furthermore, perception is understood as a form of intentionality that is directed at or about something, such as an object or event (Hawley & Macpherson, 2011). They also state that perception is more about the world that appears to the individual, and this appearance can be accurate or inaccurate. So, perception is more about individuals' experiences, how they see, hear, or sense things, and how these experiences represent or misrepresent reality (Helmie et al., 2024). There are several key aspects to finding individual perception, including understanding (how individuals view things), personal experience, comprehension, attitude, perceived benefits, and challenges (Hawley & Macpherson, 2011; Susan, 2011).

The findings from this literature review have important implications for educational research and practice. Although research indicates that teachers generally have a positive perspective on TBLT, the majority of educators still encounter challenges in implementing TBLT in the classroom. To overcome these implications, technology is believed to help teachers create more authentic assignments and foster a more interactive and communicative classroom atmosphere. More research is needed to explore the factors that influence teachers' perceptions and practices regarding TBLT and to develop effective models and frameworks for implementing technology-mediated TBLT. Further investigation is also needed regarding how teachers perceive the implementation of technology-mediated Task-Based Language Teaching (TBLT) in the classroom. Therefore, the current research investigated teachers' perceptions regarding the implementation of technology-mediated Task-Based Language Teaching (TBLT) and how these perceptions align with the practice of technology-mediated TBLT at the 8th-grade level at SMPN 4 Singaraja.

METHOD

This research adopted a descriptive qualitative design. This method begins with collecting data using a questionnaire in the first stage, followed by data collection through classroom observation and interviews to answer the research questions. The first stage aimed to measure the phenomenon under investigation. The second stage aimed to gain a deeper understanding of this phenomenon through thematic analysis. Data in the second stage is used to support or explain the results of data collected qualitatively in the first stage (Creswell & Plano-Clark, 2011). This research used the descriptive qualitative design theory by Creswell and Creswell (2018). Therefore, the data analysis was conducted by using qualitative analysis. The steps undertaken in this research include collecting raw data, organizing and preparing the data, reviewing all the data, coding, describing, and identifying themes, interrelating the data, interpreting the meaning of the themes and descriptions, and finally, validating the accuracy of the information. The observation classroom was conducted ten times. In qualitative research, data saturation refers to the point at which no new information, themes, or pattern



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emerges from the data. (Creswell & Creswell, 2018). These observations were conducted until the researcher reached saturation, as indicated by the eighth observation. At this step, recurring themes, task patterns, and technology usage in the classroom had become consistent. Moreover, observations 9 and 10 were conducted as confirmatory steps to ensure the validity of the findings and to verify that no new data emerged. The decision to stop at 10 observations was based on the principle that conducting more observations would not yield additional valuable insights, as the findings were already saturated.

The research was conducted at SMP Negeri 4 Singaraja, located on Jl. Srikandi – Babakan, Sambangan. Buleleng District, Buleleng Regency, Province Bali. This school was selected because it meets the research criteria by implementing the Merdeka Belajar curriculum, which incorporates several program strategies that align with the principles of the TMTBLT learning method, thereby increasing students' competence in communicating in English. Two English teachers who taught grade 8 were selected as research subjects from the research sample schools. In the process of collecting data, the data of this research was collected based on the type of data needed to answer each research question as listed in the table below:

Table 3.1 Data Collection Method

No	Research Question	Method	Data Source	Instrument
1.	How do English teachers at grade 8 th SMPN 4 Singaraja perceive the implementation of technology-mediated task-based language teaching?	Questionnaire	English Teachers	close-ended and open-ended questionnaire
2.	How is the practice of technology-mediated task-based language teaching performed by teachers at the 8 th grade SMPN 4 Singaraja?	Classroom Observation		Observation Sheet
3.	Is there any disparity between teachers' perceptions and implementations of technology-mediated task-based language teaching?	Interview		Unstructured Interview Guide

The questionnaire used in this study was adapted from Jeon and Hahn (2006) and Aorny et al. (2022) to measure the perceptions of English teachers where English as a foreign language (EFL) at SMP Negeri 4 Singaraja regarding the implementation of Technology-mediated task-based language teaching (TMTBLT) method in the classroom. The questionnaire consists of 35 items divided into five parts. The researcher conducted classroom observations, where classroom observations are a description of the practice of sitting in another teacher's class to observe, learn, and reflect. (Halim et al., 2018). This method was used to observe what happens in classes that use the TMTBLT method. In the classroom, the researcher directly observed how the TMTBLT method was implemented by the 8th-grade teacher at SMP Negeri 4 Singaraja. The observation sheet from the classroom observation was analyzed using the theory of implementation TBLT from Ellis et al. (2019), Richard and Rodgers (2014), and Willis and Willis (2007). Interviews will be used to investigate in more depth how the teachers' opinions

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regarding the implementation of the Technology-mediated task-based language teaching (TMTBLT) learning method at SMP Negeri 4 Singaraja. Researchers will ask the teachers several questions regarding their perceptions of TMTBLT, the benefits of implementing this strategy, and the challenges they faced while implementing the TMTBLT teaching method through interviews.

FINDING AND DISCUSSION

The researcher gathered the data through a combination of instruments, questionnaires, classroom observation, and interviews, each instrument targeting a specific aspect of the research concern. The first questionnaire was used to investigate the teacher's perception of TMTBLT, and the next was classroom observation. This instrument was used to know how the teacher implemented the TMTBLT method in the classroom; the last one was an interview.

This instrument was used to gather more understanding about teacher perception so the researcher could compare whether there was any disparity between teacher perception and their practice in the implementation of the TMTBLT method. Furthermore, this study was conducted in the odd semester of 2024 in SMPN 4 Singaraja.

In addition, this study involved two English teachers from SMPN 4 Singaraja, who taught in the 8th grade, including the students they taught in the classroom.



Chart 4.1 Teachers Understanding of TMTBLT Concept

Chart 4.1 illustrates the English teacher in 8th grade at SMP N 4 Singaraja's knowledge of TMTBLT concepts and their views on implementing the TMTBLT method. The analyses found that the English teacher has a good understanding and positive views regarding the implementation of Technology Mediated Task-Based Language Teaching (TMTBLT). In general, the teacher demonstrated a high awareness of the core principles of TMTBLT, including a focus on meaning,

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communicative goals, defining clear outcomes, and alignment with a task-based learning approach and communicative language teaching. Moreover, the teachers support this method due to its effectiveness in increasing student language skills through meaningful activities with technology integration. Even though the frequencies differ in teacher beliefs regarding the effectiveness of TMTBLT and technology readiness, both teachers generally show their willingness and positive views of this method. These positive views reflect that the teacher not only understands the TMTBLT method but is also committed to solving the challenges when implementing TMTBLT.

16. Reasons Teachers Use TMTBLT in the Classroom

2 responses

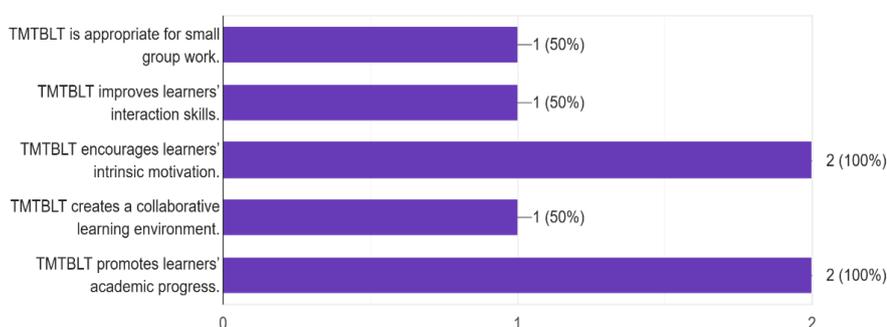


Chart 4.2 The reasons teachers choose to implement the TMTBLT

The findings indicate that teachers have a positive view of TMTBLT as a method that promotes technology-based learning. However, there are slight differences in the priority reasons chosen by teachers. Overall, this data shows that teachers assess TMTBLT as effective in improving students' interaction skills and academic abilities, generating students' intrinsic motivation, and encouraging collaboration in the classroom

17. Reasons Teachers Avoid TMTBLT in the Classroom

2 responses

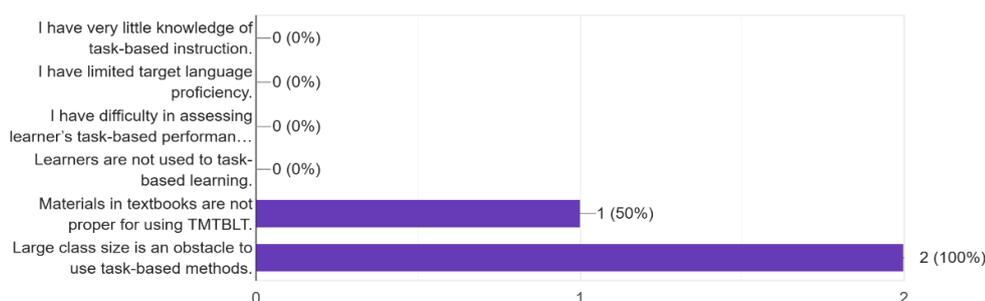


Chart 4.3 The reasons teachers choose to avoid implementing the TMTBLT



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The reasons teachers choose to avoid implementing the TMTBLT method. Chart 4.3 highlights the specific barriers faced by teachers. It reveals that issues such as the unsuitability of textbook materials for TMTBLT and the large class size difficulties are significant factors in influencing teacher decisions to avoid the implementation of TMTBLT.

18. Teacher Preference for the Approach to Teach Target Language
2 responses

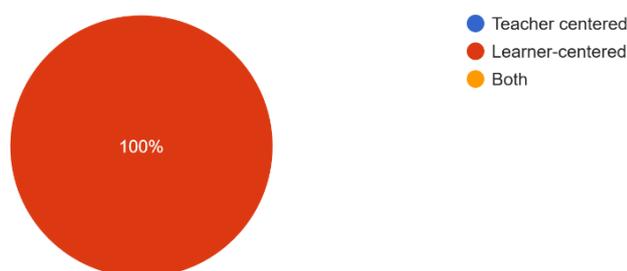


Chart 4.4 Teacher preference for the approach to teaching the target language

The results of the analysis will explore various aspects of teachers' attitudes, including their preferences for student-centered approaches, teachers' views on the integration of technology in the implementation of classroom tasks, and the challenges faced during the implementation of TMTBLT. The teacher's response to item 18 shows that both teachers agree that the TMTBLT method is student-centered. This agreement indicates that teachers understand the essence of TMTBLT, namely placing students at the center of the learning process.

19. Teachers Conducting the Tasks to make Communicative Skills Better in Target Language
2 responses

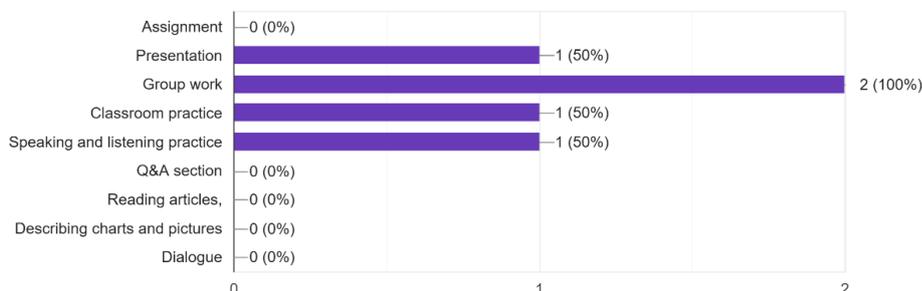


Chart 4.5 Teachers Conducting the Tasks



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The results of the analysis on item 19 show that both teachers agreed to use group work as the main task to improve student communication in the target language. This illustrates that teachers view group work as effective in providing students the opportunity to interact intensively using the target language. Apart from that, group work can make students more comfortable speaking because the pressure to perform flawlessly is reduced compared to speaking in front of a whole class, which can increase students' self-confidence.

20. Technological Tools Used to Implement Tasks in Language Classroom
2 responses

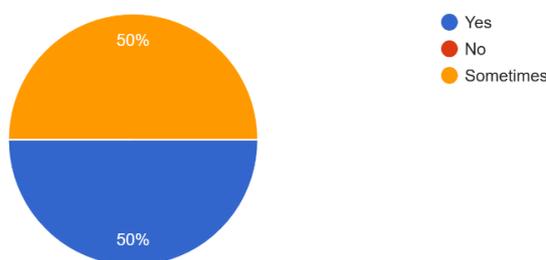


Chart 4.6 Technological Tools Used

Chart 4.6 shows that one of the English teachers stated that they "sometimes" use technological tools in carrying out class assignments, while the other teachers answered "yes." The teacher who answered "sometimes" indicated that he did not always use technology in his class because he often experienced problems due to the limited technological tools available at school. Meanwhile, teachers who answered "yes" indicated that they frequently used technology in the classroom to carry out language-based assignments. This aligns with the theory that states the TMTBLT method encourages the use of technological tools to increase student engagement and support task-based learning.

21. Various Technological Tools and Devices in Language Classroom used by the teachers
2 responses

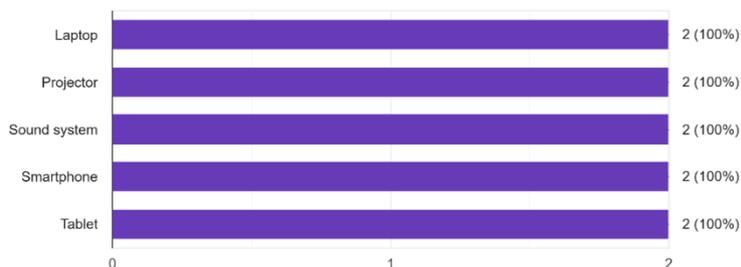


Chart 4.7 Various Technological Tools



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The results of item 21 show that both English teachers utilize various technological devices, including laptops, projectors, sound systems, smartphones, and tablets, to support task-based learning in their classes. The use of these various devices reflects a positive attitude and teachers' understanding of the importance of integrating technology to increase student effectiveness and engagement in task-based learning.

22. Teachers' prefer for using smartphones or social sites to teach the target language
2 responses

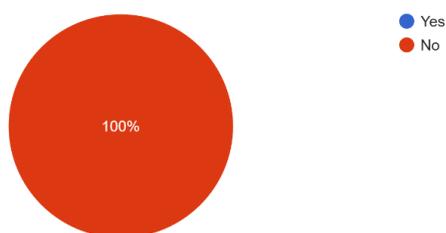


Chart 4.8 Teachers prefer to use smartphones to teach the target language

The data shows that the two English teachers do not agree with the use of smartphones or social media as the main tool in learning the target language. This illustrates that their preference is for other technologies that are more controlled and relevant to support the implementation of tasks in the TMTBLT method. This attitude indicates that teachers prioritize effectiveness and order in the learning environment. In the interview, teachers stated that the use of smartphones raises concerns. In class, some students were distracted by using smartphones, such as social media notifications and online games, which prevented them from focusing on the assigned tasks. Then, the teacher felt that using smartphones created more distractions than benefits.

23. Teachers think the combination of tasks and technology in language classrooms makes the students more responsive and attentive.
2 responses

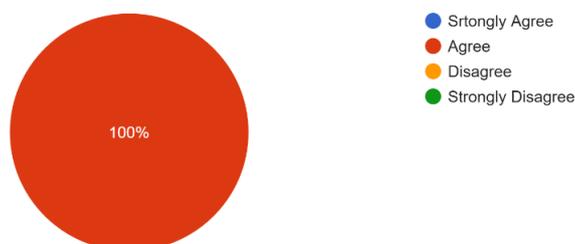


Chart 4.9 Teachers think the combination of tasks and technology



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Chart 4.9 describes that both English teachers agree that a combination of task-based learning and technology integration can make students more responsive and attentive in class. This agreement shows the teacher's positive view of technology integration that supports task-based learning into learning that is interactive, interesting, and relevant to student needs.

24. Teachers think that the implemented tasks are perfect for grammatical accuracy and linguistic proficiency.

2 responses

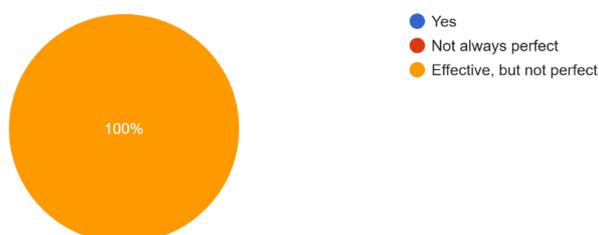


Chart 4.10 Teachers think that they implemented.

Chart 4.10 shows that both English teachers stated that the assignments were effective but not perfect for improving students' grammatical accuracy and linguistic skills. This response reflects teachers' recognition of the effectiveness of this method in developing communication but remaining aware that improving grammar attainment may require additional approaches. This shows that teachers realize that the TMTBLT method is not specifically designed to provide an in-depth focus on grammatical accuracy or language structure. Teachers see tasks in the TMTBLT method as an effective tool for improving students' general linguistic skills. However, they also realize that to achieve perfection in grammatical accuracy, additional approaches such as explicit teaching or grammar-based exercises are needed. This response indicates that teachers appreciate the benefits of TMTBLT while considering its limitations.

25. Teachers prefer the Traditional Method for Teaching Target Language.

2 responses

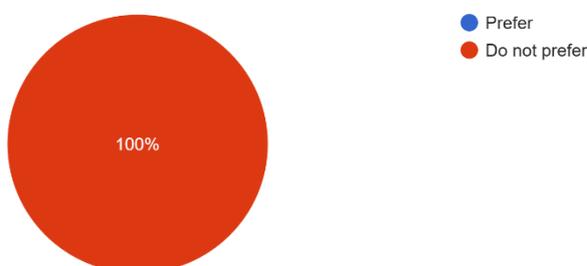


Chart 4.11 Teachers Prefer the Method for Teaching

The chart shows that both teachers agreed that they do not prefer traditional methods for teaching the target language. These responses illustrate their preference



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for more interactive, student-centered approaches and technology-mediated learning, which are considered more relevant and effective for language learning in this modern era.

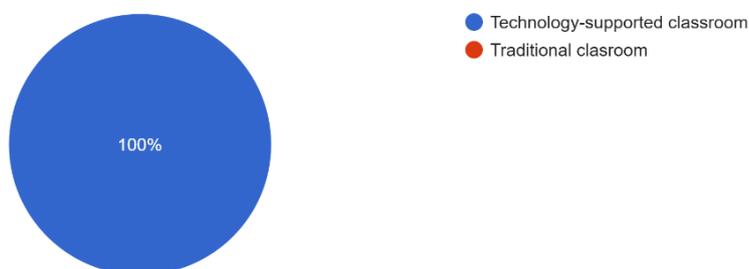
26. Teachers Prefer Technology Supported Task-Based Language Classroom.
2 responses



Chart 4.12 Teachers Prefer Technology-Supported Tasks

According to chart 4.12, the two English teachers stated that based on their point of view, students tend to prefer the type of class supported by technology. This response explains the teacher's perception that technology has a significant role in

27. Students' Preference of Classroom Types According to The Participants (Teachers point of view)
2 responses



attracting student interest and supporting their learning styles. Teachers see that students are becoming more responsive to technology-based learning, which provides interactive and contextual learning experiences.

Chart 4.13 Students' Preference of Classroom Types



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According to chart 4.13, the two English teachers stated that based on their point of view, students tend to prefer the type of class supported by technology. This response explains the teacher's perception that technology has a significant role in attracting student interest and supporting their learning styles.

28. Teachers usually carry out technology-based tasks in their language classes.

2 responses

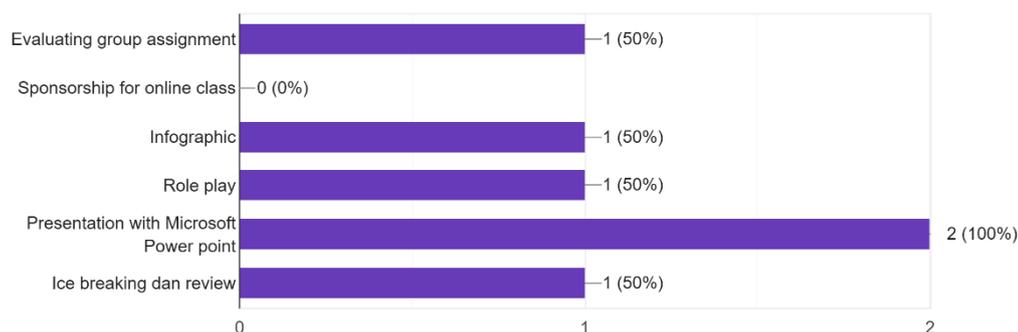


Chart 4.14 Teachers usually carry out technology-based

The analysis on item 28 shows that one of the teachers mentioned several types of technology-based tasks that they usually use, such as group assignment evaluation, making infographics, role play, ice breaking, and material review. This shows that teachers utilize technology in implementing task-based learning. Apart from that, the data also shows that both English teachers use Microsoft PowerPoint for presentations. Teachers who utilize technology for tasks such as evaluation, creating infographics, and role play demonstrate an understanding of the flexibility of technology in supporting various learning activities. These tasks reflect TMTBLT principles that emphasize the development of integrative skills through meaningful tasks.

29. Teachers Rating for Students' Competence to Make the Best Use of technology and tasks for learning the target language. (rate 1-4)

2 responses

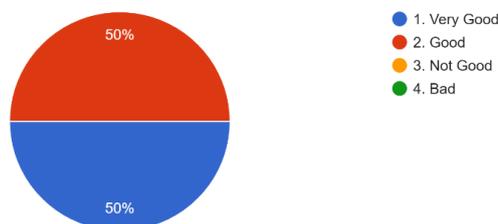


Chart 4.15 Teachers Rating for Students' Competence



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Chart 4.15 shows that both English teachers gave a "good" assessment of students' competence in utilizing technology and tasks in learning. This response reflects that the teacher sees that students have good abilities in using technology to support language learning, but several things need to be improved.

30. Challenges Faced by Participants (Teachers) while Conducting Technology Enhanced Task-Based Language Classes

2 responses

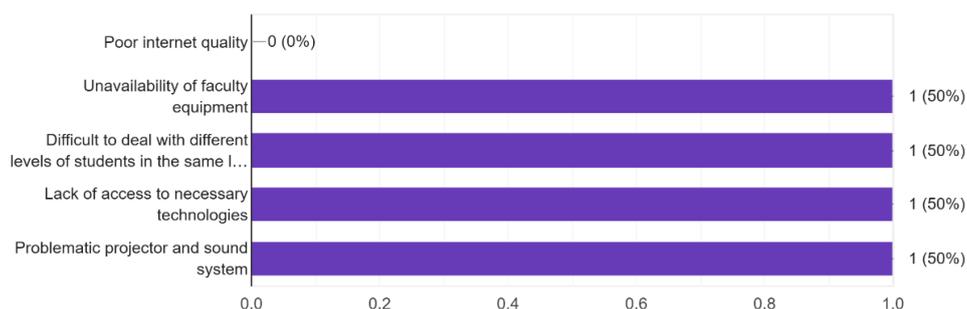


Chart 4.16 Challenges Faced by Participants

Based on an analysis of English teachers' responses to the main challenges faced by teachers when implementing technology-mediated task-based language teaching were unavailability of equipment in school facilities, difficulty handling differences in students' ability levels in the same language class, lack of access to required technology and technical issues with projectors and sound systems. This problem is an obstacle that disrupts the smooth learning process because the success of technology-based learning depends not only on the teacher's readiness but also on the quality and reliability of the technological devices used. Overall, these challenges indicate an urgent need to improve infrastructure, technical support, and classroom management strategies to support the effective and successful implementation of TMTBLT.

Implementation of Technology-mediated task-based language teaching in SMP N 4 Singaraja seems to be using tasks with the integration of technology in their language learning activity. The learning activities utilize diverse media such as YouTube, Pinterest, PowerPoint, and applications like Canva to support students in understanding the material. Moreover, students are involved in collaborative and creative tasks like creating invitation cards, text analysis, and then presenting their discussion results.

The observation classroom found that the learning process consists of three phases that are aligned with TMTBLT principles, as shown in Table 4.1. The classroom observation was held eight times during the learning process to observe the implementation of TMTBLT. Each observation was conducted using different materials such as an invitation card, announcement, compliments, and showing ability. Two English teachers contributed to this research. These teachers teach different classes using similar methods but variously in the context of task and technology integration. In order to answer research question two, the researcher



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conducted classroom observation directly during the learning process to observe the implementation of TMTBLT, task type, student interaction, and technology use. The classroom observation was conducted eight times to make sure that the data was already saturated.

Table 4.1 Recapitulation Data of the Classroom Observation

Learning stage	Task Type	Technology Integration	Activity Description	Note
Pre-activity	Brainstorming Fact-finding Task Sharing Experience	Speaker PowerPoint YouTube LCD Wi-Fi Projector	The teacher introduces the material and explains sentence structure to help express their feeling regarding the material. Moreover, the brainstorming activity examples are based on students' real-life experiences.	This stage helps the teacher to activate students' prior knowledge and prepare them for the task by focusing on the target language structure and real-life context.
Main activity	Project and Creative Task Information Gap Analytical task Role-play task.	Projector LCD Wi-Fi YouTube PowerPoint Speaker	In this phase, students worked in small groups or in pairs in order to discuss and finish the tasks. They also present the result of the task to the class.	At this stage, the task activity encourages collaboration, creativity, and the practical use of language in meaningful communication, which aligns with the cycle task stage of TBLT.
Post-activity	Feedback and reflection Game-based task	PowerPoint Projector LCD Wi-Fi Kahoot	At this stage, the teacher provides feedback on the student's task results, offering corrections and highlighting key language features. At the end of this phase, students participated in in-game tasks to reinforce vocabulary and grammar related to the material.	Feedback from the teacher helps students to refine their language use. However, the quiz activity provides an engaging and gamified review session, promoting retention and enjoyment in learning.

The implementation of brainstorming and fact-finding tasks in the pre-activity shows that this phase aligns with the goal of the pre-task phase in TMTBLT. The task was designed to be rooted in students' real-life experiences and factual scenarios. It ensures alignment with Authenticity, one of the core principles of TMTBLT. This task prepares students by connecting the lesson with their prior knowledge and personal experiences.

In this phase, the teachers utilize various technologies such as YouTube, PowerPoint, and projectors to deliver the content engagingly and interactively. This



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reflects the technology-mediated aspect of TMTBLT, where technology facilitates students' exploration and understanding of the material. By utilizing technologies, the teacher created an interactive learning environment that captured students' attention. It is a crucial aspect in the pre-task phase, as it sets the tone for students' motivation and readiness for the subsequent learning stages. The pre-activity stage observed in the classroom aligns well with the principles of the pre-task phase in TMTBLT. The teacher effectively integrated technology, context-based learning, and prior knowledge activation to make sure that students were well-prepared for the main task phase.

The main activity stage aligns with the cycle task phase in TMTBLT. It emphasizes the meaningful use of language in real-world contexts. Tasks like projects and creative tasks encourage students to work together, share ideas, and produce authentic outputs. Additionally, activities like designing invitation cards or correcting announcement texts reflected real-world scenarios, increasing student motivation and engagement. This phase also utilized technology by using tools like Canva, YouTube, and PowerPoint. It enriched the learning experience of the students. It also makes the task more dynamic and interactive.

The data from Table 4.1 indicated that post-activity aligns well with the objectives of the post-task phase in TMTBLT. Post-activity focuses on reflection and reinforcement. Feedback and reflection activities addressed the importance of helping students refine their language use. These activities provided detailed explanations of errors; the teacher ensured that students learned from their mistakes in a meaningful way. Moreover, game-based tasks not only reinforced the material but also maintained student motivation through gamification. It is particularly effective for digital-native learners.

The findings came from the comparative evaluation of Teacher' perceptions and their classroom practice. This analysis aims to identify gaps between the teachers' theoretical understanding and their practical application of TMTBLT principles. In research question one regarding teacher perception. Teachers demonstrate a comprehensive understanding of TMTBLT concepts. It includes principles of task-based learning, communicative goals, and technology integration. They perceive TMTBLT as an effective method to enhance students' interaction skills, collaboration, motivation, and academic progress.

In the classroom, practices were aligned with the principles of TMTBLT, such as incorporating real-world context and using various technologies. However, the consistency of implementation varies. For instance, some tasks are effectively executed using tools like Canva, YouTube, Quizizz, or Kahoot. At the same time, others' tasks are constrained by limited technological resources. Teachers often use YouTube and Canva to show real-life examples or guide tasks like designing invitation cards. They cannot use advanced tools like this in all lessons due to a lack of student access. Despite the positive perception, the practical implementation of TMTBLT is hindered due to inconsistent access to technology. Varying levels of teacher expertise in utilizing advanced tools also affect its implementation. This



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indicated a gap between the understanding of TMTBLT and its practice in resource-limited settings.

The findings reveal that teachers generally have a positive perception of TMTBLT. It emphasizes the alignment with communicative language teaching. The teacher recognizes the potential of TMTBLT to promote active engagement, collaboration, and the development of authentic language skills. This finding aligns with a resonant observation by Ellis et al. (2019) and Willis and Willis (2007) on the benefits of TBLT in fostering meaningful communication. The teacher illustrates various degrees of confidence in their ability to implement TMTBLT. One of the teachers shows a robust understanding and appreciation of the TMTBLT principles. Additionally, the other teacher highlighted challenges, including limited resources and technological readiness. This disparity also reflects findings by Aorny (2022) and Jeon and Hahn (2006). They observed that practical constraints often shape teachers' perceptions of innovative teaching methods. The teacher acknowledged TMTBLT as an innovative and student-centered approach but expressed concerns about contextual factors such as large sizes and textbook material limitations. These challenges align with Kurt's (2021) findings, where infrastructural and logistic issues significantly impacted the implementation of the TMTBLT method.

The implementation of TMTBLT includes three cycles: pre-activity, main activity, and post-activity. The pre-activity was marked by activities that effectively engaged students, such as brainstorming and fact-finding tasks supported by technology. For example, the use of YouTube videos and PowerPoint presentations provided a various contextual introduction to the task. This finding aligns with Aorny (2022). The study emphasizes the importance of contextual and motivational strategies during the pre-activity stage to build student readiness. The teachers are involved in diverse task types, including Analytical tasks, information gap activities, creative projects, and role-play tasks. These tasks are known to encourage collaboration and practical language use. Technology tools such as Canva increase students' creativity and engagement. These findings align with Richard and Rodgers (2014) and Jeon and Hahn (2006). They underscore the importance of meaningful tasks in language learning. However, the findings also indicate that advanced tools and platforms are underutilized due to a lack of access and limited resources. In the interview, the teacher said that it is because not all students have smartphones. Sometimes, the equipment in the school was not available because it took a turn with another teacher. Resource limitations constrained the challenges of this method. These obstacles were also observed in prior studies (Gutiérrez, 2023; Kurt, 2021). In the post-activity, the teachers utilized gamified tools like Quizizz and Kahoot to reinforce language concepts and provide feedback. These are effective in promoting engagement. However, the depth of feedback was often limited due to time constraints. Aorny et al. (2022) emphasize similar benefits of gamified tools but also emphasize the need for adequate time allocation to ensure comprehensive feedback. This highlights a potential area for further development in cooperating innovatively and managing time to implement TMTBLT effectively without throwing over deep feedback in the post-activity stage.



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The teacher demonstrated a positive attitude and theoretical understanding of TMTBLT. However, several challenges have emerged that have limited its practical implementation. These disparities align with the literature that often highlights a gap between intention and practice in educational innovations (Jeon & Hahn, 2006; Prianty et al., 2021). One of the crucial prominent disparities is the gap between theoretical understanding and practical implementation. The result of the questionnaire shows that both teachers in this study demonstrated a good understanding of TMTBLT. The teacher understands that TMTBLT mainly focuses on communicative goals, meaningful learning, and a student-centered approach. These findings align with research by Willis and Willis (2007) and Ellis et al. (2019). The research emphasizes the importance of such foundational understanding for successful implementation. However, this understanding did not consistently translate into practice due to several factors. Resource constraints affect the implementation of the TMTBLT method. The limited access to technology, such as devices and reliable internet, hindered the consistent application of technology-mediated tasks. This is similar to the research by Aorny (2022) and Gutierrez (2023). They observed that resource scarcity often prevents educators from fully leveraging TMTBLT potential. Moreover, due to time pressures, the teacher often cited insufficient time for preparation and implementation. This led to compromises in the quality and scope of tasks. This relieves the finding by Prianty et al. (2021); the study noted that effective TMTBLT demands significant planning and execution time.

CONCLUSION

The findings of this study reveal that the implementation of technology-mediated task-based language teaching (TMTBLT) by two English teachers in SMPN 4 Singaraja aligned well with its core principles. It consists of pre-activity, main activity, and post-activity. The pre-activity stage observed in the classroom aligns well with the principles of the pre-task phase in TMTBLT. This stage effectively activated students' prior knowledge and prepared students for the main activity tasks through brainstorming, sharing experiences, and fact-finding activities. The teacher effectively integrated technology, context-based learning, and prior knowledge activation to make sure that students were well-prepared for the main task phase.

The main activity stage aligns with the cycle task phase in TMTBLT. It emphasizes the meaningful use of language in real-world contexts through the employment of various tasks, including project and creative tasks, information gap tasks, analytical tasks, and role-play tasks. These tasks enhance students' engagement, collaboration, and practical language use in real-world contexts. This phase also utilized technology, employing tools such as Canva, YouTube, Kahoot!, and PowerPoint. It enriched the students' learning experience. However, the data indicate that challenges in the post-activity phase were due to limited class time. The challenges hindered teachers' ability to provide detailed and individualized feedback immediately after the main task activity.



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Additionally, this study examined whether teachers hold a favorable view and attitude toward the implementation of TMTBLT. As shown and discussed in the previous chapter, both teachers generally demonstrate a willingness to implement TMTBLT. They perceived that TMTBLT is appropriate for small group work and improves learners' interaction and intrinsic motivation. The teacher also perceives that this method creates collaborative learning and promotes students' academic progress. However, sometimes they avoid implementing TMTBLT due to the use of inappropriate materials and large class sizes. The findings indicated that the teacher rarely uses smartphones as a primary tool to facilitate student learning using TMTBLT. Suppose the majority of students in the class do not have smartphones. It shows that teachers prefer to maximize the use of laptops and projector screens when implementing TMTBLT learning. This demonstrates their positive attitude towards more modern and student-centered methods, such as Task-Based Language Teaching (TBLT).

In general, the learning process implemented by the teacher was aligned with TMTBLT principles. However, this study identified gaps between the teachers' practical and theoretical understanding of the application of TMTBLT principles. A strong understanding of TMTBLT principles does not fully translate into practice due to resource limitations and challenges in managing classroom dynamics. Teachers reported that in larger classes, ensuring all students contribute effectively to tasks becomes a significant challenge due to some students tending to dominate, while others are disengaged. Essential preparation and the unavailability of supportive classroom environments, such as projector malfunctions or insufficient seating arrangements, further compounded the difficulties in implementing TMTBLT. This study also highlighted that logistical issues and limited student access often force teachers to avoid using technology in learning activities.

This study suggests that when implementing TMTBLT, teachers should maximize their readiness to utilize available technologies, such as PowerPoint and YouTube, while seeking creative alternatives to bridge the gaps caused by limited sources and advanced platforms like Canva or Kahoot. To enhance their professional skills and implement TMTBLT efficiently, teachers need to attend training programs and workshops focused on task design and strategies for handling large and diverse classrooms. Moreover, Future research should investigate TMTBLT implementation in different educational contexts, such as rural schools or schools with technological capabilities, to gain a broader understanding of its applicability. Investigate how the student perceives TMTBLT, focusing on their engagement, motivation, and learning outcome. This perspective can provide valuable insight for refining this method.

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