

Exploring Teacher's Perception on Implementing Technology-Mediated Task Based Language Teaching (TMTBLT) in SMPN 2 Singaraja

Ni Putu Cendani Jelita Ruparti^{1*}, I Putu Indra Kusuma², Luh Gede Eka Wahyuni³

^{1,2,3}Universitas Pendidikan Ganesha

E-mail: cendani@undiksha.ac.id

* Corresponding Author



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ABSTRACT

Strategi pengajaran yang dimediasi oleh teknologi telah menjadi sangat populer dalam pelajaran bahasa Inggris. Namun, keberhasilan penerapannya di kelas sangat bergantung pada persepsi guru, terutama dalam konteks pembelajaran di tingkat sekolah menengah pertama. Tujuan dari penelitian ini adalah untuk mengeksplorasi perspektif guru bahasa Inggris kelas sembilan tentang implementasi Pengajaran Bahasa Berbasis Tugas yang Dimediasi Teknologi (TMTBLT) di SMP Negeri 2 Singaraja. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data berupa kuesioner dan wawancara dengan tiga orang guru bahasa Inggris. Hasil penelitian menunjukkan bahwa para guru secara umum memiliki pandangan positif terhadap TM-TBLT, terutama dalam hal meningkatkan keterlibatan, kolaborasi, dan kemandirian siswa. Namun, beberapa tantangan juga diidentifikasi, seperti keterbatasan infrastruktur, keterbatasan waktu dalam merancang pelajaran, dan kurangnya pelatihan profesional. Temuan ini menggarisbawahi pentingnya dukungan institusional dan program pengembangan kompetensi guru untuk memastikan keberhasilan integrasi TM-TBLT dalam praktik pembelajaran bahasa.

Teaching strategies mediated by technology have become very popular in English language lessons. However, the success of its implementation in the classroom highly depends on the teachers' perceptions, especially in the context of learning at the junior high school level. The purpose of this research is to explore the perspectives of ninth-grade English teachers on the implementation of Technology-Mediated Task-Based Language Teaching (TMTBLT) at SMP Negeri 2 Singaraja. This study uses a descriptive qualitative method with data collection techniques in the form of questionnaires and interviews with three English teachers. The research results show that the teachers generally have a positive view of TM-TBLT, especially in terms of increasing student engagement, collaboration, and independence. However, several challenges were also identified, such as limited infrastructure, time constraints in designing lessons, and lack of professional training. These findings underscore the importance of institutional support and teacher competency development programs to ensure the successful integration of TM-TBLT in language learning practices.

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INTRODUCTION

Task-Based Language Teaching (TBLT) is a method in English language learning that emphasizes language learning through assigned tasks. According to Jeon & Hahn (2006) in the implementation of TBLT, language is viewed not as the final goal but as a tool to complete a task,

thereby encouraging students to use the language actively and communicatively to complete real tasks in meaningful contexts. In its implementation, students will use the knowledge they possess to be applied in communicative tasks using language structures, as well as to apply that knowledge in authentic and outcome-oriented communicative activities. This approach is considered effective in improving students' language competence because it emphasizes the active and contextual use of language. However, as time goes by and the world of education evolves, TBLT in its implementation utilizes technology within it. The emergence of technology-mediated TBLT (TMTBLT) is the utilization of digital devices used to facilitate the implementation of tasks in language learning (González-Lloret & Ortega, 2014)

TMTBLT implemented in English classes at the junior high school level is becoming increasingly relevant by keeping up with the rapidly advancing technology. According to Kim & Namkung (2024), technology in TM-TBLT can take various forms, such as the use of interactive videos, learning applications, online discussion platforms, and project-based simulations. Through this technology, teachers can design more varied, engaging, and collaborative learning tasks for students. However, the implementation of TM-TBLT cannot be separated from various challenges, which may include the readiness of teaching staff, infrastructure, availability of devices, and the teachers' ability to manage technology and design effective digital-based tasks. Therefore, understanding teachers' perceptions becomes an important aspect to determine the extent to which they accept, comprehend, and are willing to implement this approach in daily teaching practices.

Teachers' perceptions certainly play a central role in the success of a teaching approach. Perception is an internal process that allows individuals to understand and evaluate information from their surroundings based on their experiences, knowledge, and beliefs (Taourite & Cecilia, 2020). In the context of education, teachers' perceptions reflect how they receive, interpret, and respond to a teaching innovation, including the use of technology in the classroom. Teachers who have a positive perception of a method tend to be more open and enthusiastic in implementing it, whereas negative or skeptical perceptions can become a barrier to change (Ishaka Putra et al., 2023). Therefore, teachers' perceptions of the implementation of TMTBLT in the classroom become an important initial indicator to measure their readiness to effectively apply this approach. These perceptions not only encompass views on the effectiveness and utility of TM-TBLT but also on the challenges and support needed to integrate it into daily teaching practices (Kim & Namkung, 2024).

This research will be conducted at SMP Negeri 2 Singaraja, with a primary focus on ninth-grade English teachers who implement TMTBLT in their teaching. Although this approach has not yet been fully implemented comprehensively, the initial experiences and perspectives of the teachers regarding this approach provide important information for the development of future learning practices. Using a qualitative descriptive approach, the aim of this research is to explore teachers' perceptions of the implementation of TMTBLT, both in terms of perceived benefits, challenges faced, and the support they need. The results of this study are expected to contribute to the development of English language learning strategies that are more adaptive to technological advancements and the needs of today's students.

Based on the background of the study mentioned above, the main research questions of this study is formulated as follow "What is the perception of English teachers regarding the implementation of Technology-Mediated Task-Based Language Teaching (TMTBLT) in teaching English to ninth-grade students at SMP Negeri 2 Singaraja?"

METHODS

Qualitative descriptive is used in this study with the aim of deeply describing and analyzing English teachers' perceptions of the implementation of Technology-Mediated Task-Based Language Teaching (TMTBLT) in the ninth grade at SMP Negeri 2 Singaraja. According to Creswell (2018), qualitative research is an approach used to explore and understand meanings that are considered to arise from social or individual issues. The subjects in this study are three English teachers who teach in ninth grade, selected purposively because they have experience in using technology in task-based learning.

Data collection techniques were carried out through two main instruments, namely questionnaires and interviews. The questionnaire contains a number of statements designed to identify

teachers' attitudes, assessments, and perceptions towards TM-TBLT, while interviews are used to deepen the information obtained from the questionnaire and capture reflective and contextual responses. The data obtained were analyzed using thematic analysis techniques, namely by identifying the main themes that emerged from the teachers' responses. The analysis process is carried out systematically through the stages of data reduction, data presentation, and conclusion drawing. Data validity is maintained through source and technique triangulation, by thoroughly comparing the results from questionnaires and interviews to ensure information consistency. This research focuses on how teachers interpret the implementation of TM-TBLT, both in terms of benefits, constraints, readiness, and support needs in its application in actual learning environments.

FINDINGS AND DISCUSSIONS

Findings

1. The perception of English teachers regarding the implementation of Technology-Mediated Task-Based Language Teaching (TMTBLT) in teaching English to ninth-grade students at SMP Negeri 2 Singaraja

This section will show the findings regarding the views and attitudes of grade 9 English teachers at SMP Negeri 2 Singaraja towards the implementation of the Technology-Mediated Task-Based Language Teaching (TMTBLT) method. The data analysis is obtained through the questionnaire showed that teachers have a good view towards TMTBLT and showed a positive attitude towards its implementation in learning activities. In general, teachers showed a high awareness of the main principles of TMTBLT, such as an emphasis on meaning, achievement of communicative goals, formulation of clear learning outcomes, and suitability with the task-based learning approach and communicative language teaching.

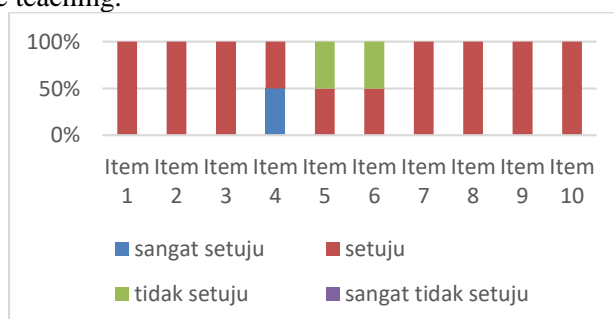


Chart 1. Teachers' Views and Attitudes on Implementing Technology-Mediated Task-Based Language Teaching

Based on chart 1, it can be seen that the teacher's response to the first question, namely "I am interested in implementing TMTBLT in class" showed that all teachers have the same response, namely agreeing with the response stating that both teachers agree that they have a high interest in implementing the TMTBLT method in the classroom. Likewise with the second statement where both teachers also responded agreeing to the statement "TMTBLT creates a relaxed atmosphere to encourage the use of the target language" this reflects that both teachers think the same that this method creates a relaxed atmosphere in the classroom so that students are encouraged to use the target language without any pressure.

In the third statement, both teachers also have a positive view in the statement "TMTBLT meets the needs and interests of students". Both teacher, teacher one and teacher two gave an agreeing response to the statement and it showed that the teacher acknowledges that this method is designed to meet the needs and interests of students. This can also describe how teachers perceive that the TMTBLT method is able to provide relevant and useful tasks in encouraging students' interests and needs. Then, the next statement is, "TMTBLT seeks to develop integrated skills in the classroom" where both teachers have a positive opinion on this statement. Although one teacher chose to agree and the other chose to strongly agree, this showed that teachers view TMTBLT as being able to encourage students' interest in learning and using English in an integrated manner in the classroom, including in their skills in reading, writing, speaking, and listening.

In contrast to the statements above, in the fifth statement, the two teachers have different responses to the statement stating that "TMTBLT gave a heavy psychological burden to teachers as

facilitators". In this statement, some teachers do not think that the TMTBLT method gave a psychological burden to teachers as facilitators, and some teachers think that this method gave a psychological burden to them as facilitators. Where their statements showed that the two teachers have different experiences but have the same mental readiness to apply the TMTBLT method in the classroom. Furthermore, in the statement that reads "TMTBLT requires a longer preparation time compared to other methods". Where both teachers also have different responds toward this statement. Some teacher agree that implementing this method with the use of technology in the classroom requires careful preparation and planning, not only preparing tools but also preparation and planning for materials, types of tasks used, and technology used in the classroom. But, some teacher disagree with the statement where the teacher assumes that the implementation of this method does not require too much preparation and is the same as when using other methods in teaching in the classroom.

"In my opinion, using this method is no different in terms of preparation compared to using other methods, where the preparation is not so burdensome for me. Unless, there are obstacles such as network and tools used have problems, but if everything goes smoothly, the preparation is very easy and does not take a long time." (T1/9/M) Interview.

"Preparation for learning using technology is quite difficult for me in terms of preparation compared to using other methods, because I personally am not very good at installing technology and using it, so I usually even ask other people to install the technology in the classroom. During the installation and shutdown of equipment such as projectors and so on, I use the time to open the lesson with brainstorming and close it with feedback and reflection." (T2/9/F) Interview.

Then in the statement "TMTBLT is effective in managing class order" both teachers each gave an agreement response to the statement above. Where, this showed that both of them think that the application of this method makes it easier to manage the class including seating arrangements, student interactions and division of tasks in groups or individually. With the same statement, both teachers chose to agree with the statement that states that "TBLT material in textbooks has a meaningful purpose based on real-world contexts that will be more effective if mediated by technology". Where they agree that student involvement and relevance can be encouraged by mediating technology into learning where this right will make learning more meaningful.

Next in the statement "Combining tasks and technology in language classes makes students more responsive and attentive", both teachers one and two gave responses that agreed with the statement above. They believe that the use of technology in the classroom will build students' activeness and interest in learning, and they believe that the use of this technology also builds enthusiasm and gets students' attention. Then for the last statement, namely "Teachers assess students' competence to utilize technology and tasks as best as possible to learn the target language" received the same response as the previous statement, namely both teachers agreed that the use of this method allows teachers to see how students have good abilities to use technology to support language learning in the classroom.

"With the help of technology, students become more active and more interested in following lessons because they feel that learning is not boring. Technology makes students more enthusiastic; their attention is easier to direct when assignments are delivered via digital media. I can see how far students are able to use technology to complete language assignments, and most of them are quite proficient. This method helps me assess students' abilities, not only in terms of language, but also how they use technology independently in learning." (T1/9/M) Interview.

In conclusion, most teachers agree with the statements above where teachers have the same statement. However, there are also differences of opinion that they have such as some teachers agree in terms of the use of methods that burden the teacher's psychology as a facilitator, and also other statements stating that the use of this method requires a long time in terms of preparation. Although there are differences of opinion, overall teachers give a positive response to the use of the TMTBLT method in the classroom.

2. The Reasons Teachers Choose to Implement and Avoid the Technology-Mediated Task-Based Language Teaching Method

In this subsection will showed what are the reasons for teachers to apply the TMTBLT method in the classroom and what are the reasons for teachers to avoid applying it in the classroom. Researchers found that there are various reasons why teachers choose to apply and avoid applying the TMTBLT method in the classroom. These reasons such as this method is suitable for building student collaboration, increasing student involvement, building student intrinsic motivation, and improving

student communication skills. The application of the TMTBLT method can also create an interactive learning atmosphere and encourage student academic development. And the reasons teachers avoid applying this method in the classroom because of many problems with network and internet quality and so on.

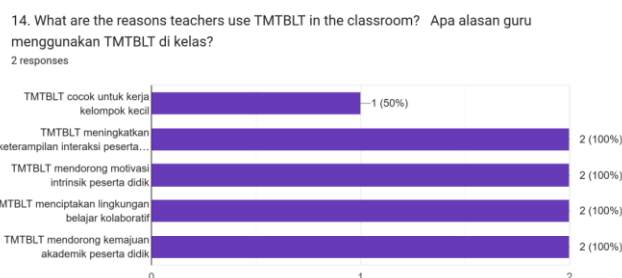


Chart 2. The reasons teachers use TMTBLT in the classroom

Chart 2 showed that both teachers agree that the TMTBLT method is suitable for improving student interaction, which indicates that the use of this method is very effective in building good interaction between students. And in line with this, the use of the TMTBLT method in the classroom increases students' intrinsic motivation. This showed that both teachers agree that TMTBLT can increase students' intrinsic motivation as well as this method can increase students' interest in learning so that their academic progress can increase. The teacher assumes in the interview conducted with teacher 1 (T1/M/9), that this method in its application is very clear how it can attract students' attention and interest in learning the language, especially if using video or image displays in it, this makes students more enthusiastic in learning compared to using other methods. In addition, teacher 2 (T2/F/9) in his interview also stated the same thing, when using this method in the classroom, students become more attentive and enthusiastic in participating in learning, and how teachers mediate technology in the use of TBLT in the classroom is very useful in increasing students' intrinsic motivation.

In addition, one of the teachers stated that the TMTBLT method creates a collaborative learning environment, where this method is able to make students have the ability to collaborate well, where with the tasks that students have to learn in groups, such as small groups or large groups that will create a collaborative learning environment for students. In line with that, it was found that both teachers thought that this method could improve students' academic abilities, where the application of the TMTBLT method used by teachers in the classroom with its application in tasks that are in line with their daily lives such as dialogue and so on will of course improve students' academic abilities, then also how this method can attract students' interest and motivation in learning so that it also has a great impact on their academic progress.

Next and finally, the TMTBLT method is suitable for small group work, where some teachers said that this method is very effective for building interaction between students in small groups where students are given the opportunity to speak and be involved in the tasks given by the teacher.

In conclusion, this data showed that most teachers choose to use this method in the classroom because they see various aspects where this method increases students' interest in learning, increases collaboration between students, and improves students' academic progress.

However, in addition to the reasons why teachers apply this method, there are also several obstacles that teachers face when choosing to apply TMTBLT in the classroom. Based on the findings of the researcher, there are several obstacles that teachers face such as a lack of understanding of task-based learning, and material in books that are not in line with TMTBLT and these are the obstacles why teachers choose not to apply this method in the classroom.

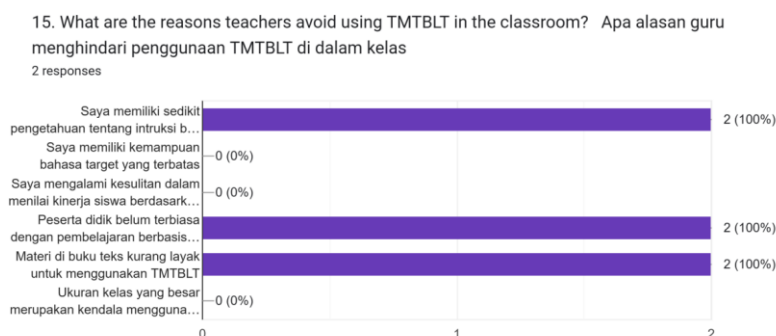


Chart 3. The reasons teachers avoid using TMTBLT in the classroom

Chart 3 showed that teacher one and teacher two have the same assumption why they choose to avoid using this method in the classroom, namely first, they have limited knowledge of mediated task-based learning technology. They said that they know and are familiar with this method but do not have a deep understanding in designing and applying it in classroom learning.

In addition, both teachers, both teacher one and teacher two, assume that students are not yet accustomed to using this mediated task-based language teaching technology. Where, one of the teachers in his interview (T2/f/9) assumed that students were not yet accustomed to the application of this technology where students usually (for learning using cellphones) sometimes forget to bring or the gadgets used do not have data packages so that learning is hampered. However, with problems like that, teachers have handled it by notifying students well in advance before learning is carried out so as to increase students' readiness to learn. In addition, the material in the textbook is also not suitable for using this method, where teachers find it difficult to design learning because they have difficulty choosing the type of assignment and technology that is suitable for use in learning.

Based on the data above, it can be seen that teachers have several obstacles in implementing this method in the classroom, such as the lack of understanding of teachers and students, and differences in the material in the textbook with the suitability of using this method in the classroom, so teachers choose not to use this method for the reasons explained above.

3. Teachers' Challenges and Recommendation in Implementing Technology-Mediated Task-Based Language Teaching

In this sub-chapter, it will be shown what obstacles and challenges the teacher faces in implementing TMTBLT in the classroom. In addition to the reasons teachers choose to use and the reasons teachers avoid using this method in the classroom, there are also various challenges or obstacles faced by teachers. These challenges include unstable internet in schools and problematic projectors or sound systems so that learning using technology is disrupted.

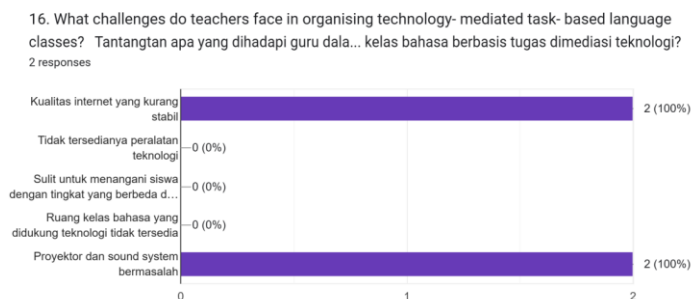


Chart 4. The reasons teachers use TMTBLT in the classroom

Chart 4 showed that both teachers, teacher one and teacher 2, each face two main challenges in organizing a technology-mediated task-based language class, namely unstable internet quality and problematic projectors and sound systems. This indicates that unstable internet connections and non-optimally functioning technological equipment are the main obstacles in implementing the TM-TBLT method in the classroom. Based on the results of the interview with teacher 1 (T1/M/9), in which the teacher said that the school's Wi-Fi network did not reach all classrooms, so access to internet-based

materials such as YouTube and other platforms was limited. In addition, the problematic condition of several projectors in several classes also disrupted the effectiveness of presentation activities and technology-based learning. For special classrooms that contain complete technological equipment, schools already have and also equipment to support technology-based learning, but the problem is the unstable internet where the teacher in his interview also (T2/F/9) said that the unstable internet makes learning somewhat hampered, students sometimes if they have to study using their cellphones are told to prepare a data package from home so that some feel burdened with funds and some do not where that is an obstacle that is often experienced in the application of mediated task-based learning technology in the classroom.

Next are the results of the suggestions given by the two teachers who said that “there needs to be an intensive Webinar/Workshop on TBLT so that the provision of technological equipment that supports language classes will be increased and provided because it is seen as a necessity in the era of globalization” and “Learning through TBLT is very effective to use as long as technology-based facilities and infrastructure support learning”.

In conclusion, both teachers gave a positive response to the implementation of technology-mediated task-based language teaching in the classroom. Although teachers have challenges in implementing this method in the classroom, they have also found ways to overcome various challenges faced so that learning or implementing TMTBLT in the classroom runs well. And closed with suggestions or advice that they provide so that in the future there will be no more challenges to the implementation of this method in the classroom.

Discussions

From the data obtained through questionnaires and interviews, 9th grade English teachers at SMP Negeri 2 Singaraja generally showed that teachers have positive perceptions of the implementation of TMTBLT in the classroom. They all agree that this method can encourage active student involvement, create a more communicative classroom atmosphere, and increase students' interest in learning through meaningful and real-world tasks. Teachers argue that they agree how TMTBLT allows them to connect learning materials with students' daily life experiences and contexts, such as learning mediated through the use of videos, digital images, or online discussions using WhatsApp. This showed that teachers understand the basic principles of TMTBLT.

This positive perception of teachers is also in line with the findings of Yasmin et al. (2024), where teachers see this method as effective in increasing student motivation and participation, especially when mediated by technology. In the context of Yasmin's research, teachers also considered that this approach could make it easier for them to create an active and responsive learning environment to the needs of each student. This similarity confirms that the perceptions of teachers at SMPN 2 Singaraja reflect an understanding of the importance of interactive learning, directed at communicative goals, and flexible to student needs.

However, teachers also face various challenges in implementing this method in the classroom, where teachers encounter several difficulties such as technical limitations (devices and internet networks), differences in students' abilities in using technology, and the need for more time in preparation. Although they have the desire and enthusiasm to implement TMTBLT, in reality, its implementation in the classroom requires them to adapt flexibly. This obstacle was also found in a study conducted by Hasnain & Halder (2023), where in his study he stated that although teachers have a positive view of TBLT, its implementation is often hampered by external factors such as limited facilities and student readiness. In this study, infrastructure constraints and students' lack of understanding of task-based methods were the main factors that hindered optimal implementation.

In the perception of teachers in the implementation of this method, there are also differences regarding whether TMTBLT provided additional psychological burdens to teachers as facilitators. Where in this case some teachers feel that the use of technology requires more thorough preparation and technical competence that not all teachers have mastered, while other teachers state that this method is equivalent to other methods in terms of workload. This finding is reinforced by the results of a study also by Hasnain & Halder (2023), which showed that although many teachers are aware of the potential of TBLT, limited training and experience are significant obstacles, especially at the elementary and secondary education levels.

Thus, it can be concluded that teachers at SMPN 2 Singaraja have a positive perception of the technology-mediated task-based language teaching method, but this perception is still struggling with implementation challenges such as technological limitations, large class management, and the need for ongoing improvisation. This reflects the reality that has also been found in a number of previous studies in various educational contexts, where the difference between planning and practice arises due to external factors that cannot be fully controlled by the teacher.

CONCLUSION

Based on the research conducted on ninth-grade English teachers at SMP Negeri 2 Singaraja, it can be concluded that, in general, the teachers have a positive perception of the implementation of Technology-Mediated Task-Based Language Teaching (TMTBLT). The teachers believe that this method can enhance student engagement, encourage more communicative interactions, and facilitate learning that is relevant to students' real-life experiences through the use of technology such as videos, digital images, and online discussion platforms.

However, there are several challenges faced in its implementation in the classroom, such as limited technological infrastructure (e.g., unstable internet connection and problematic hardware), lack of professional training on TMTBLT, and the readiness of students and teachers to use technology effectively. Some teachers also feel additional psychological burdens due to the technical demands in planning and implementing task-based learning mediated by technology. Therefore, although TMTBLT is considered beneficial and has the potential to improve the quality of English language learning, stronger institutional support, continuous training for teachers, and the provision of adequate facilities and infrastructure are needed so that this method can be implemented optimally and sustainably at the junior high school level.

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