

**TEACHERS' PRACTICE AND PERCEPTION IN
IMPLEMENTING TECHNOLOGY-MEDIATED
TASK- BASED LANGUAGE TEACHING IN SMP
NEGERI 2 SINGARAJA**

SKRIPSI



JURUSAN PENDIDIKAN BAHASA INGGRIS

FAKULTAS BAHASA DAN SENI

UNIVERSITAS PENDIDIKAN GANESHA

SINGARAJA

2025

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI
GELAR SARJANA PENDIDIKAN**

Menyetujui

Pembimbing I,



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.
NIP.198701172014041001

Pembimbing II,



Luh Gede Eka Wahyuni, S.Pd.. M.Pd.
NIP. 198812012015042003

Skripsi oleh Ni Putu Cendani Jelita Ruparti ini
telah dipertahankan didepan dewan penguji
pada tanggal 18 Juli 2025

Dewan Penguji,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

(Ketua)

Penguji I

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

(Anggota)

Penguji II

A.A. Gede Yudha Paramartha, S.Pd., M.Pd.
NIP. 198806222014041001

(Anggota)

Penguji III

I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.
NIP. 198701172014041001

(Anggota)

Penguji IV

Luh Gede Eka Wahyuni, S.Pd., M.Pd.
NIP. 198812012015042003

(Anggota)

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana Pendidikan

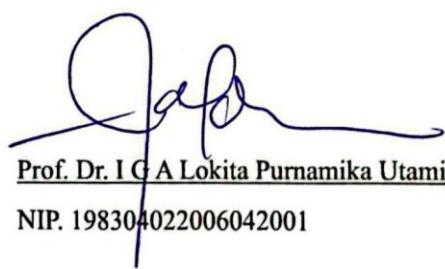
Pada:

Hari : Rabu
Tanggal : 23 Juli 2025

Mengetahui,

Ketua Ujian

Sekretaris Ujian



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

NIP. 198104192006042002

Prof. Dr. I G A Lokita Purnamika Utami, M.Pd.

NIP. 198304022006042001

Mengesahkan

Dekan Fakultas Bahasa dan Seni



Dr. I Gede Nurjaya, M.Pd.

NIP. 196503201990031002

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “Teachers’ Practice and Perception in Implementing Technology-Mediated Task-Based Language teaching in SMPN 2 Singaraja” beserta seluruh isinya adalah benar-benar karya saya sendiri dan saya tidak melakukan penjiplakan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukan pelanggaran atas etika keilmuan dalam karya saya ini, atau ada klaim terhadap keaslian karya tulis ini.

Singaraja, 24 Juli 2025

Yang membuat pernyataan,



Ni Putu Cendani Jelita Ruparti

DEDICATION

This thesis is highly dedicated to

Ida Sang Hyang Widhi Wasa

My Parents,

I Gede Made Rupawan & Ni Nyoman Juniarti

My Lecturers,

I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

Luh Gede Eka Wahyuni, S.Pd., M.Pd.

All of ELE's Lecturers

My Besties who shared the same
journey,

Gita, Refi, Aprilia and and to all the incredible people whose names I cannot mention one by one thank you for your constant support, presence, and care throughout this journey. Your encouragement during the lectures and your comfort in my most stressful moments meant more than words can express.

AKNOWLEDGEMENT

1. First and foremost, I would like to express my heartfelt gratitude to **Ida Sang Hyang Widhi Wasa**, the Almighty God, for the countless blessings, strength, light, and inner peace that have accompanied me throughout every stage of this journey. It is through His divine grace that I was able to navigate moments of doubt, endure sleepless nights, and finally bring this thesis entitled "*Teachers' Practice and Perception in Implementing Technology-Mediated Task-Based Language Teaching in SMP Negeri 2 Singaraja*"
2. I extend my deepest appreciation to my supervisors, **I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.**, and **Luh Gede Eka Wahyuni, S.Pd., M.Pd.**, who have shown extraordinary patience and generosity with their time, knowledge, and wisdom. Their encouragement and constructive feedback have helped me grow not only as a researcher but also as a learner. I will always be grateful for your insightful critiques, kind words, and tireless support throughout this process.
3. I would also like to express my appreciation to the **English teachers at SMP Negeri 2 Singaraja**, who willingly took part in this study and shared their time, perspectives, and classroom experiences. Without their cooperation, this research would not have been possible.
4. To my dearest **parents**, thank you for all the facilities you've provided, and the gentle words that kept me going when I felt like giving up.
5. And finally, to **myself**
Thank you for not quitting, even when everything inside you begged for rest. Thank you for the silent battles you fought, the tears you wiped away without anyone knowing, and the strength you discovered in the darkest hours. You chose to rise. You chose to continue. I am proud of you not for being perfect, but for never giving up.

Singaraja, 18 July 2025

Ni Putu Cendani Jelita Ruparti

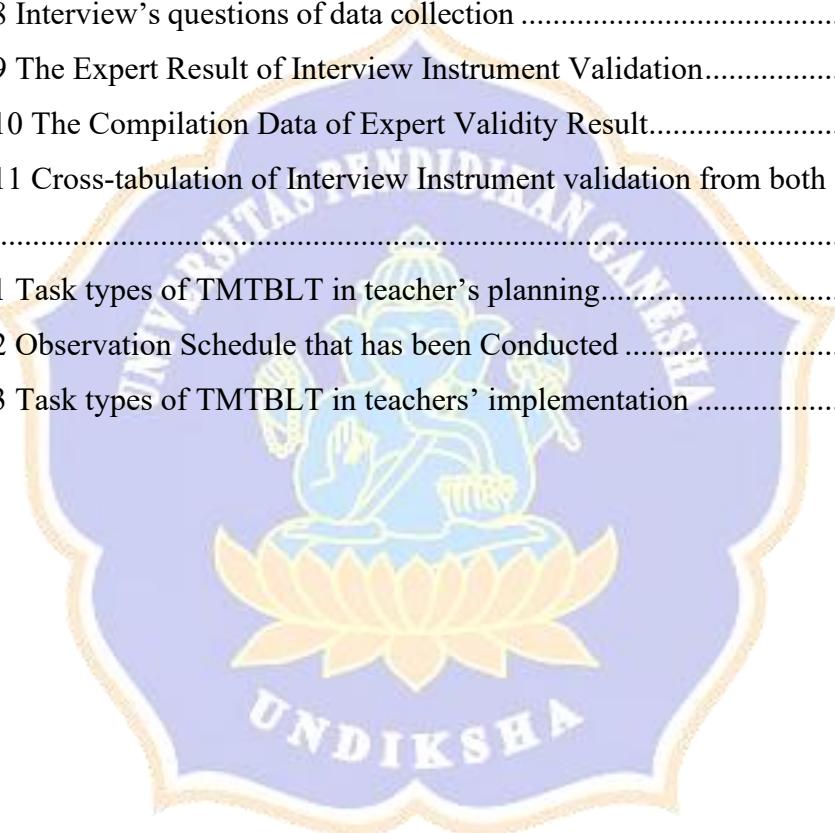
TABLE OF CONTENT

AKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	viii
LIST OF TABLE	x
LIST OF FIGURES	xi
LIST OF CHARTS	xii
LIST OF APPENDIXES	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Problem Identification.....	4
1.3 Limitation of the Study	5
1.4 Research Questions	5
1.5 Research Objectives	5
1.6 Research Significances.....	6
1.6.1 Theoretical Significances.....	6
1.6.2 Practical Significance.....	6
CHAPTER II LITERATURE REVIEW.....	7
2.1 Theoretical review	7
2.1.1 English language learning in EFL context	7
2.1.2 Communicative Language Teaching.....	8
2.1.3 Task-based language teaching	10
2.1.4 Technology-mediated language teaching	14
2.1.5 Technology Mediated Task Based Language Teaching	17
2.1.6 Perception on TMTBLT	18
2.1.7 Challenges of implementing TMTBLT.....	19
2.2 Empirical Review.....	20
CHAPTER III RESEARCH METHOD	25
3.1 Research design.....	25
3.2 Research Setting.....	25
3.3 Subject of the Study	26
3.4 Object of the Study.....	26

3.5 Methods and Instruments of Data Collection	27
3.5.2 Methods of Data Collection	27
3.5.2 Instruments of Data Collection	30
3.6 Data Analysis	39
3.7 Data Triangulation	40
3.8 Research Procedure	41
CHAPTER IV FINDING AND DISCUSSION	42
4.1 Teachers' Practice and perception of Technology-Mediated Task Based Language Teaching	42
4.1.1 Teacher Practice of Technology-Mediated Task-Based Language Teaching.....	43
4.1.2 Teacher perception of technology-mediated task based language teaching.....	71
4.2 Discussion	79
4.3 Implications	83
CHAPTER V CONCLUSION	85
5.1 Summary	85
5.2 Conclusion.....	86
5.3 Suggestion	87
5.3.1 For Teacher	88
5.3.2 For school	88
5.3.3 For Other Researcher	88
REFERENCES	89
APPENDIX	94

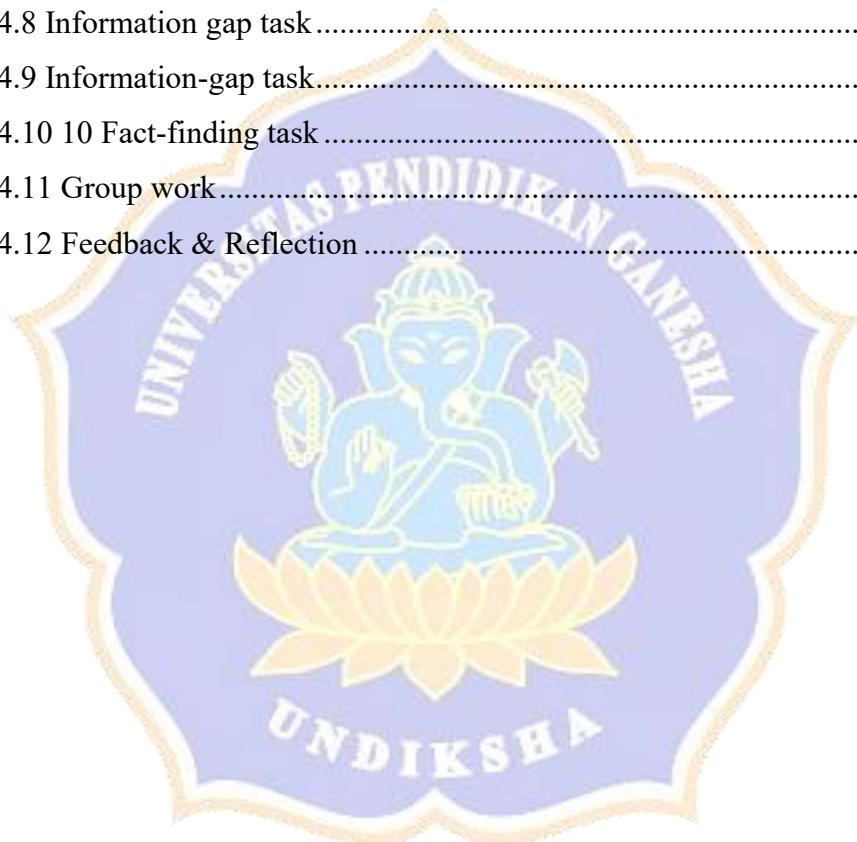
LIST OF TABLE

Table 3.1 Data collection Method and Instruments.....	27
Table 3.2 Blueprint of the Questionnaire	32
Table 3.3 The Instruments Content Validation Classification	33
Table 3.4 The Expert Result of Instrument Validation	34
Table 3.5 The Compilation Data of Expert Validity Result	35
Table 3.6 Cross Tabulation of Instrument validation from both Experts	35
Table 3.7 Obseravtion sheets of data collection	37
Table 3.8 Interview's questions of data collection	37
Table 3.9 The Expert Result of Interview Instrument Validation.....	37
Table 3.10 The Compilation Data of Expert Validity Result.....	37
Table 3.11 Cross-tabulation of Interview Instrument validation from both Experts.....	38
Table 4.1 Task types of TMTBLT in teacher's planning.....	44
Table 4.2 Observation Schedule that has been Conducted	53
Table 4.3 Task types of TMTBLT in teachers' implementation	54



LIST OF FIGURES

Figure 4.1 Study Document of barinstorming and questioning task by Teacher	147
Figure 4.2 Study Document of barinstorming and questioning task by Teacher	248
Figure 4.3 Document Study by Teacher 1	50
Figure 4.4 Document Study by Teacher 2	50
Figure 4.5 Document Study of feedback and reflection by Teacher 1.....	51
Figure 4.6 Document Study of feedback and reflection by Teacher 2.....	51
Figure 4.7 Text based task	59
Figure 4.8 Information gap task	62
Figure 4.9 Information-gap task.....	63
Figure 4.10 10 Fact-finding task	65
Figure 4.11 Group work	66
Figure 4.12 Feedback & Reflection	69



LIST OF CHARTS

Chart 4.1 Teachers' Views and Attitudes on Implementing Technology-Mediated Task-Based Language Teaching.....	72
Chart 4.2 The reasons teachers use TMTBLT in the classroom.....	75
Chart 4.3 The reasons teachers avoid using TMTBLT in the classroom.....	77
Chart 4.4 The reasons teachers use TMTBLT in the classroom.....	78



LIST OF APPENDIXES

Appendix 1. Letter Related to Research	94
Appendix 2. Blueprint of Questionnaire	95
Appendix 3. Instrument Validation (Expert Judgement)	98
Appendix 4. Classroom Observation Sheets (Planning)	106
Appendix 5. Classroom Observation Sheets	113
Appendix 6. Questionnaire Distribution	123
Appendix 7. Interview result.....	151
Appendix 8. Documentation of Classroom Observation	155
Appendix 9. Documentation of Interview.....	156

