

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

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ABSTRACT

This research explored the practice and perception of 9th-grade English teachers at SMP Negeri 2 Singaraja in implementing Technology-Mediated Task-Based Language Teaching (TMTBLT). The study employed a basic qualitative design, involving data collection through questionnaires, classroom observations, interviews, and document studies. The findings revealed that teachers had a good understanding of TMTBLT principles and recognized its potential to support student engagement and communication. However, several challenges were identified, including time management, varied student competencies, and limited technological infrastructure. Teachers primarily utilized tools like Google Forms, Digital worksheets and digital presentation media in their classroom tasks. While teachers expressed positive attitudes toward TMTBLT, its practical implementation was sometimes constrained by contextual limitations. The study highlights the importance of discussion among teachers regarding the effectiveness of this method and adequate technological support to ensure effective and sustainable TMTBLT practices in junior high school contexts.

Keyword: *EFL, Communicative Language Teaching, TBLT, TMTBLT, Teacher Perception, Implementation of TMTBLT, Benefits and Challenges of TMTBLT implementation.*

**PRAKTIK DAN PERSEPSI GURU DALAM MENERAPKAN
PEMBELAJARAN BAHASA BERBASIS TUGAS BERMEDIASI
TEKNOLOGI DI SMP NEGERI 2 SINGARAJA**

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ABSTRAK

Penelitian ini mengeksplorasi praktik dan persepsi guru Bahasa Inggris kelas 9 di SMP Negeri 2 Singaraja dalam mengimplementasikan Technology-Mediated Task-Based Language Teaching (TMTBLT). Penelitian ini menggunakan desain basic qualitative, dengan teknik pengumpulan data melalui kuesioner, observasi kelas, wawancara, dan studi dokumen. Hasil penelitian menunjukkan bahwa para guru memiliki pemahaman yang baik mengenai prinsip-prinsip TMTBLT dan menyadari potensi pendekatan ini dalam meningkatkan keterlibatan dan kemampuan komunikasi siswa. Namun, beberapa tantangan ditemukan dalam implementasinya, bagaimana guru manajemen waktu, perbedaan kompetensi siswa, dan keterbatasan infrastruktur teknologi. Guru cenderung menggunakan media seperti Google Form, Quizlet, dan media presentasi digital dalam tugas-tugas kelas. Meskipun sikap guru terhadap TMTBLT cukup positif, penerapannya di kelas masih terhambat oleh berbagai keterbatasan kontekstual. Penelitian ini menekankan pentingnya diskusi antar guru mengenai efektifitas metode ini, serta dukungan teknologi yang memadai agar pelaksanaan TMTBLT di tingkat SMP dapat berjalan efektif dan berkelanjutan.

Kata Kunci: TMTBLT, Persepsi Guru, Pembelajaran Bahasa Inggris, Pembelajaran Berbasis Tugas, Integrasi Teknologi.