CHAPTER I

INTRODUCTION

1.1 Research Background

The implementation of traditional teaching methods is still prevalent in Indonesia. Conventional learning methodes that have remained largely unchanged for centuries continue to be used by many schools (Wang, 2022). The continuation of these traditional methods presents a significant challenge in modern education, as they are often considered ineffective in fostering students' critical thinking, creativity, and problem-solving skills (Serroukh & Serroukh, 2022) In traditional classrooms, teachers primarily deliver prepared lesson materials, while students passively receive the information provided. Assignments and assessments tend to focus on lower-level thinking skills, such as memorization and basic understanding, rather than higher-level cognitive abilities (Nuryana et al., 2021). Although some schools incorporate learning media or teaching aids, these tools are often used only to facilitate content delivery rather than to enhance student engagement and learning experiences. As a result, students may not develop their full potential, leading to suboptimal learning outcomes (Wang, 2022). Given these challenges, there is an urgent need to implement modern teaching methods that prioritize student-centered, interactive, and technology-integrated learning. One such method is Task-Based Language Teaching (TBLT), which emphasizes meaningful communication and active student participation through task completion. However, despite its potential, the success of TBLT implementation depends heavily on teachers' understanding, acceptance, and ability to implement this methodology. effectively in the classroom.

English learning has spread throughout the world, especially in Indonesia at this time with communication consistently playing an important role in the teaching and learning process (Zein et al., 2020). In the context of Junior High School (SMP) education in Indonesia, English is a compulsory language that is subject studied. The development of English language education at the SMP level certainly also requires communication as a foundation in lessons so that learning runs effectively. One relevant method in teaching English to achieve this goal is Communicative Language Teaching (CLT),

which emphasizes meaningful communication in real-life contexts (Qasserras, 2023). CLT has become a foundation in language education because it is able to develop students' communicative competence, namely the ability to understand and know what to say, when, and to whom (Nggawu & Thao, 2023).

The success of CLT in encouraging communicative competence and encouraging the adoption of Task-Based Language Teaching (TBLT), which is now one of the popular methods in teaching English. TBLT prioritizes student engagement in authentic tasks, which allows them to hone their language skills through direct interaction (Ellis et al., 2020). This methodology plays an important role in equipping students with the communication skills needed in the global, especially in the context of international careers and further education opportunities (Efriza et al., n.d.). In this case, the role of teachers as key facilitators is very important to ensure that the tasks given can support students' language development optimally. Therefore, it is important to understand teachers' perceptions of the implementation of TBLT in the classroom, as their views can influence the effectiveness of this method in shaping students' learning experiences and learning outcomes (Hasnain & Halder, 2023).

Based on the investigation conducted by Jeon & Hahn (2006) regarding Korean EFL instructors' perspectives on Task-Based Language Teaching (TBLT), it was revealed that while many educators had a solid understanding of the TBLT framework, they expressed reservations regarding its applicability within Korean language classrooms. The study underscores the pivotal role of teachers' comprehension of TBLT principles and their proficiency in implementing them effectively in instructional settings for the successful adoption of TBLT methodes (Jeon & Hahn, 2006). Conversely, the research accentuated that a lack of familiarity with TBLT methodologies and techniques may impede its integration, fostering reluctance among educators to embrace TBLT due to feelings of inadequacy and uncertainty in addressing potential obstacles linked to task-based language instruction.

Several studies have conducted in-depth exploration of Task-Based Language Teaching (TBLT) in various educational contexts, highlighting its potential effectiveness and challenges faced by teachers in its implementation. For example, Liu & Ren (2021), address gaps in the empirical validation of TBLT in EFL classrooms in China, highlighting the Ministry of Education's support for this methodology. Their study investigated EFL teachers' perceptions

of TBLT and the current landscape of its implementation. Although most ELT teachers in China express a positive view of TBLT, most of these teachers lack confidence in understanding this method, even though they are willing to undergo training. In particular, the public examination system emerged as a major obstacle to successful TBLT integration. Similarly, Pham et al. (2018), examined teachers' perceptions of TBLT in the Vietnamese context, particularly in higher education settings. Their research highlights the positive attitudes of university lecturers towards TBLT, despite limited utilization due to the dominant traditional lecturing method. These studies collectively emphasize the important role of teacher perceptions in shaping the implementation and effectiveness of TBLT methodology, providing insight into the challenges and opportunities faced in adopting this innovative language teaching method.

Apart from that, technological developments have opened up new opportunities in implementing Task-Based Language Teaching (TBLT) through an method called technology mediated task-based learning (TMTBLT). The integration of technology in language learning allows wider access to authentic and diverse learning resources, as well as increasing interaction between students and teachers (Lai & Li, 2011). By utilizing online platforms, teachers can design interesting and varied assignments, and provide direct feedback to students. This creates a dynamic learning environment and supports the effective development of students' communicative skills. Therefore, further research on technology- mediated implementation of TBLT becomes relevant to explore innovative ways of improving language learning in this digital era.

Therefore, the use of technology plays a very important role in today's learning, especially in English language learning. Where technology is very helpful in facilitating the implementation of language learning, as well as increasing students' interest in learning "Moh reza". TMTBLT is an method that in its implementation combines Task-based language teaching (TBLT) with technology that supports learning. In the digital era that supports today's life, also in the field of education. TMTBLT provided the right method to be implemented in English language teaching, by using various digital platforms, such as Canva, Quizlet, Googleform, and so on, making lessons more modern (Yildis Yunus, 2020).

Furthermore, the implementation of TMTBLT in schools has often been seen, where many schools use TBLT in teaching and combine it with the use of technology. Like at SMP 2

Singaraja, the 9th grade English teacher there has been teaching using TMTBLT since before the Covid-19 period. The use of technology such as LCD projectors or other digital tools such as smartphones as learning media. During the Covid-19 period, the use of TMTBLT also plays an important role in supporting the learning process, where assignments are given using quizlet, google form is often done. The use of teaching materials that use technology is also provided such as video animation, digital material, and so on. In post-Covid 19, the application of TMTBLT is also often implemented as a support in learning. Research conducted on TM-TBLT has been carried out, but only at the higher educational level, and therefore, researchers want to explore more deeply about TMTBLT at the junior high school level, by focusing on teacher's perceptions of the implementation of TMTBLT in the classroom.

1.2 Problem Identification

Based on the previous studies have been conducted on Task-Based Language Teaching, (TBLT) has gained significant attention as an method that emphasizes real-world language use by engaging students in communicative tasks, in line with the integration of technology in the classroom. Several studies have highlighted the advantages of TBLT in fostering language skills by creating meaningful contexts for language application, increasing motivation and engagement among students. Research in higher education contexts has shown that teachers are generally well informed about TBLT and tend to have positive perceptions of its implementation. Studies by Zhao (2024) and Prianty et al. (2021)for example, highlight teachers' clear understanding of TBLT and its role in improving language proficiency. Furthermore, other studies by Pham et al. (2018) and Lam et al. (2021), emphasize teachers' willingness to adopt TBLT, despite awareness of contextual challenges. These studies suggest that TBLT can be highly effective, especially with skilled teachers who understand its principles and can adapt tasks to suit different classroom environments.

However, while these studies confirm the potential of TBLT, there remains a critical research gap in exploring TBLT implementation at the secondary school level, particularly in culturally diverse or resource-constrained settings where teachers may face different challenges than in college settings. Much of the current research focuses on college-level instructors and contexts, providing limited insight into how secondary teachers understand, adapt, and implement TBLT in classrooms where resources and technology access may be

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limited, or students may have minimal exposure to task-based learning. This gap calls for further research into how secondary teachers manage TBLT within these constraints and the types of specific supports they need for successful integration. Further research should be conducted on several issues: what are teachers' reasons for using this method, what are teachers' perceptions of TBLT, the use of technology in TMTBLT. In this study, researcher wants to explore more about the implementation of TMTBLT in Junior High Schools, namely SMPN 2 Singaraja, with the first need to further research what are the perceptions of SMPN 2 Singaraja teachers regarding TMTBLT, how technology is applied in grade 9 of SMPN 2 Singaraja the implementation of TMTBLT in the classroom.

1.3 Limitation of the Study

This research was conducted at the junior high school level and the school that will be researched is SMPN 2 Singaraja in Buleleng sub-district, with the selection of schools based on the criteria of being familiar and having or currently conducting learning using TMTBLT. The research will focus on teachers who teach English for grade 9, with a total of 2 teachers, 1 of whom are male, and 1 female teacher. Each of the teachers teaches 3 different classes. The focus of this research on 3 English teachers for grade 9 at SMP 2 Singaraja focuses on teachers' perceptions of TMTBLT, how they implement TMTBLT in the classroom.

1.4 Research Questions

This study aims to evaluate teacher's perception on technology-mediated task based learning. The research addresses the following research questions:

1. How is technology-mediated task-based language teaching implemented by the teachers at grade 9th SMPN 2 Singaraja in the classroom?
2. How do English teachers at grade 9th SMPN 2 Singaraja perceive the implementation of technology-mediated task-based language teaching?

1.5 Research Objectives

1. To describe how is technology-mediated Task-Based Language Teaching implemented by the teachers at grade 9th SMPN 2 Singaraja in the classroom.
2. To investigate English teachers at grade 9th SMPN 2 Singaraja perceive of the implementation of technology-mediated Task-Based Language Teaching.

1.6 Research Significances

1.6.1 Theoritical Significances

The results of this research enrich constructivist learning theory, namely the emphasis on active learning, collaboration, and authentic tasks. How teachers view and how teachers apply technology in TBLT can provide an understanding of constructivist theory and principles applied in the context of language teaching.

1.6.2 Practical Significance

1. For English teachers: The benefit of this research for teachers is that it provided an opportunity for them to find out how to develop the ability to integrate technology in task-based language teaching. With teachers who know how to apply this method, teachers will gain knowledge on how to improve learning design skills that utilize technology effectively, improve the quality of students' learning experiences, and prepare them for the challenges of the digital era.

2. For the students: The benefit of this research for students is that they can learn and develop their abilities in English by being directly involved in learning activities that are more dynamic, authentic, and appropriate to their daily lives, which will also increase their motivation and learning outcomes.

3. For other researchers: Other researchers can do further research about the implementation of technology-mediated task based language teaching.