

APPENDIX

Appendix 1. Letter Related to Research



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 1792/UN48.7.1/DT/2024

13 Mei 2024

Perihal : **Permohonan Izin Observasi**

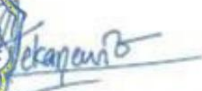
Yth. Kepala SMPN 2 Singaraja
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Observasi Awal Penelitian Proposal Skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Putu Cendani Jelita Ruparti
NIM	: 2112021080
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

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

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2. Blueprint of Questionnaire

Dimensions	Items
Teacher's View and attitude on Implementing TMTBLT The indicator in the questionnaire will include the teacher's interest and willingness to implement TMTBLT and the questionnaire also include what is teacher preference toward language teaching method, how teacher implement task, is technology implemented and what kind of tool used in that implementation, which tool teacher prefer to use, is the student become more responsive when technology implemented during the learning activity, based on teacher view student are interested in learning using TMTBLT or not.	1. I have an interest in implementing TMTBLT in the classroom
	2. TMTBLT provides a relaxed atmosphere to encourage the use of the target language.
	3. TMTBLT activities learners' needs and interests.
	4. TMTBLT pursues the development of integrated skills in the classroom.
	5. TMTBT gives much psychological burden to teacher as a facilitator.
	6. TMTBLT requires much preparation time compared to others methodes.
	7. TMTBLT is proper for controlling classroom arrangement.
	8. TBLT materials in meaningful textbooks have objectives based on real-world contexts that will be more effective if mediated by technology.

	9. Teachers think the combination of tasks and technology in language classroom makes the student more responsive and attentive
	10. Teachers rating for students' competence to make the best use of technology and task for learning the target language.
	11. Teachers think that the implemented tasks are perfect for grammatical accuracy and linguistic proficiency
	12. What types of technology tools and devices used by teachers in language classrooms?
	13. Why do teachers usually carry out technology- based task in their language classes?
The reasons teachers choose avoiding and implementing the TMTBLT method The indicator in the questionnaire will include: the reasons why teachers implement and avoid the TMTBLT method.	14. What are the teachers' reasons for using TMTBLT in the classroom
	15. Reasons teachers avoid TMTBLT in the classroom
The challenges and recommendation on implementing TMTBLT The indicator in the questionnaire will	16. What challenges do teachers face when organising technology- mediated task-based language classes?

include: what are the challenges and recommendation on implementing TMTBLT

17. Recommendations suggested by participants to make TBLT more effective for language learning.



Appendix 3. Instrument Validation (Expert Judgement)

Instrument Validation

Questionnaire

Dimentions	Items	Judgment		Notes
		Relevant	Not Relevant	
Teacher's View and attitude on Implementing TMTBLT The indicator in the questionnaire will include the teacher's interest and willingness to implement TMTBLT and the questionnaire also include what is teacher preference toward language teaching method, how teacher implement task, is technology implemented and what kind of tool used in that implementation, which tool teacher prefer to use, is the student become more responsive when technology implemented during the learning activity, based on teacher view student are interested in learning using TMTBLT or not.	1. I have an interest in implementing TMTBLT in the classroom	√		
	2. TMTBLT provides a relaxed atmosphere to encourage the use of the target language.	√		
	3. TMTBLT activities learners' needs and interests.	√		
	4. TMTBLT pursues the development of integrated skills in the classroom.	√		
	5. TMTBLT gives much psychological burden to teacher as a facilitator.	√		
	6. TMTBLT requires much preparation time compared to others methodes.	√		
	7. TMTBLT is proper for controlling classroom arrangement.	√		
	8. TBLT materials in meaningful textbooks have objectives based on real-world contexts that will be more effective if mediated by technology.	√		

	9. Teachers think the combination of tasks and technology in language classroom makes the student more responsive and attentive	√		
	10. Teachers rating for students' competence to make the best use of technology and task for learning the target language.	√		
	11. Teachers think that the implemented tasks are perfect for grammatical accuracy and linguistic proficiency	√		
	12. What types of technology tools and devices used by teachers in language classrooms?	√		
	13. Why do teachers usually carry out technology-based task in their language classes?	√		
The reasons teachers choose avoiding and implementing the TMTBLT method	14. What are the teachers' reasons for using TMTBLT in the classroom	√		
The indicator in the questionnaire will include: the reasons why teachers implement and avoid the TMTBLT method.	15. Reasons teachers avoid TMTBLT in the classroom	√		
The challenges and recommendation on implementing TMTBLT	16. What challenges do teachers face when organising technology-mediated task-based language classes?	√		
The indicator in the questionnaire will include: what are	17. Recommendations suggested by participants to make TBLT more effective for language learning.	√		

the challenges and recommendation on implementing TMTBLT				
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Singaraja, April 17, 2025

Expert 1



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



Instrument Validation Form

Unstructured Interview

Dimention	Items	Judgement		Note
		Relevant	Not Relevant	
To gain deeper understanding of teacher perception and teacher implementation of TMTBLT	What do you know about the TMTBLT concept?	√		
	What types of tasks have been implemented in the implementation of TMTBLT?	√		
	What integration technology has been used during learning activities?	√		
	What are the obstacles to implementing TMTBLT?	√		
	What did you do as a solution to this obstacle?	√		

Singaraja, April 17, 2025

Expert 1



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

Instrument Validation

Questionnaire

Dimentions	Items	Judgment		Notes
		Relevant	Not Relevant	
Teacher's View and attitude on Implementing TMTBLT The indicator in the questionnaire will include the teacher's interest and willingness to implement TMTBLT and the questionnaire also include what is teacher preference toward language teaching method, how teacher implement task, is technology implemented and what kind of tool used in that implementation, which tool teacher prefer to use, is the student become more responsive when technology implemented during the learning activity, based on teacher view student are interested in learning using TMTBLT or not.	1. I have an interest in implementing TMTBLT in the classroom	√		
	2. TMTBLT provides a relaxed atmosphere to encourage the use of the target language.	√		
	3. TMTBLT activities learners' needs and interests.	√		
	4. TMTBLT pursues the development of integrated skills in the classroom.	√		
	5. TMTBT gives much psychological burden to teacher as a facilitator.	√		
	6. TMTBLT requires much preparation time compared to others methodes.	√		
	7. TMTBLT is proper for controlling classroom arrangement.	√		
	8. TBLT materials in meaningful textbooks have objectives based on real-world contexts that will be more effective if mediated by technology.	√		

	9. Teachers think the combination of tasks and technology in language classroom makes the student more responsive and attentive	√		
	10. Teachers rating for students' competence to make the best use of technology and task for learning the target language.	√		
	11. Teachers think that the implemented tasks are perfect for grammatical accuracy and linguistic proficiency		√	
	12. What types of technology tools and devices used by teachers in language classrooms?		√	
	13. Why do teachers usually carry out technology-based task in their language classes?		√	
The reasons teachers choose avoiding and implementing the TMTBLT method The indicator in the questionnaire will include: the reasons why teachers implement and avoid the TMTBLT method.	14. What are the teachers' reasons for using TMTBLT in the classroom	√		
The challenges and recommendation on implementing TMTBLT	15. Reasons teachers avoid TMTBLT in the classroom	√		

The indicator in the questionnaire will include: what are the challenges and recommendation on implementing TMTBLT	16. What challenges do teachers face when organising technology-mediated task-based language classes?	√		
	17. Recommendations suggested by participants to make TBLT more effective for language learning.	√		

Singaraja, April 17, 2025

Expert 2



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



Instrument Validation Form

Unstructured Interview

Dimention	Items	Judgement		Note
		Relevant	Not Relevant	
To gain deeper understanding of teacher perception and teacher implementation of TMTBLT	What do you know about the TMTBLT concept?	√		
	What types of tasks have been implemented in the implementation of TMTBLT?	√		
	What integration technology has been used during learning activities?	√		
	What are the obstacles to implementing TMTBLT?	√		
	What did you do as a solution to this obstacle?	√		

Singaraja, April 17, 2025

Expert 2



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

Appendix 4. Classroom Observation Sheets (Planning)

Teacher 1 (T1/M/9)

Planning, modul ajar guru

1. (T1/M/9) modul 1

Learning Stage	Activity description	Task Type	Technology Integration	Note
Pre-Activity	The teacher greets, prays, and checks the students' attendance. The teacher then connects the material with previous experiences and provides motivation while explaining the learning objectives and methods.	Brainstorming task	No technology used	Building a connection with the material.
Main-Activity	Students observe visual presentations about Indonesian fauna. Group discussions to compare the characteristics of fauna. Presentation of discussion results and Q&A between groups.	Comparative Task (comparing the characteristics of fauna) Creative Task (presentation of discussion results)	LCD	Students are assigned a task in which they are asked to compare the images displayed on the LCD screen.

Post-Activity	Reflection on the learning activities with the teacher. Summarizing the learning outcomes. The teacher gives awards and follow-up assignments.	reflective	No technology used	
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2. (T1/M/9) modul 2

Stage	Activity Description	Task type	Technology used	Note
Pre-activity	The teacher greets the students and prays together, followed by checking the students' attendance. The teacher presents an animated video about animals and interacts with the students by asking questions related to the videos	Brain storming task	LCD Proyektor Mini Sound System	
Main-Activity	Identifying the structure and linguistic features of recount text. Group discussion: Analyzing the	Reasoning Gap Task	LCD Projector speaker	

	structure and vocabulary of the text. Writing: Writing a personal recount text. Revision & Editing: Exchanging texts and providing feedback to peers.			
Post-Activity	The teacher provides students with feedback on the assigned task	Feedback and reflection	No technology used	

3. (T1/M/9) modul 3

Stage	Activity Description	Task Type	Technology used	Note
Pre-Activity	- Prayer together, checking attendance and class readiness. Teacher ask several questions: "What do you know about Procedural Text?" and "What will you do for some used material in our environment?"	Opinion Exchange Task	No Technology Used	
Main-Activity	Guru menampilkan	Text-based task	LCD	

	materi recount text menggunakan PowerPoint melalui LCD, termasuk contoh teks.		Proyektor Power Point Wifi	
Post-Activity	The teacher guides students to conclude the learning through questions and answers.	Feedback and Reflection	No technology used.	

Analisis tahap 1 (Appendix)

Teacher 2 (T1/F/9)

1. (T1/M/9) modul 1

Stage	Activity Description	Task Type	Technology Used	Note
Pre-Activity	The teacher greets, prays together, and checks attendance and class readiness. The teacher prompts the students to recall previous material and shares a video link about the simple past tense for them to analyze together.	Brainstorming task	Video Hanphone	
Main-Activity	The teacher reviews the simple past tense material. The students translate the sentences from the pictures sent to their phones and write their	Text-based task	Handphone Picture Wifi	

	answers in their notebooks.			
Post-Activity	Students individually write answers to questions given by the teacher on the board, then other students check their answers whether they match their friends' correct answers or not.	Feedback and reflection	No Technology Used	

1. (T1/M/9) modul 2

Stage	Activity Description	Task Type	Technology Used	Note
Pre-Activity	The teacher greets, prays together, and checks attendance and class readiness.	No task used	No technology used	
Main-Activity	The teacher asks student's to make a group consist or 4-5 students to work on the questions that including: 1. What is an recount text? 2. Where can you find a recount text? 3. What are the characteristics of an recount text? 3. What is The structure of a recount text? 3. How to make an recount text? The teacher asks students to give the results of their discussions to other groups and asks other groups to respond to	Carousel Brainstorming Task	Power Point LCD Proyektor Speaker Wifi	

	the results of their friends' discussions. (Carousel Brainstorming)			
Post-Activity	-Discuss the results of the work - students conclude the learning that has taken place students reflect the lesson	Reflective Task	No Technology Used	

1. (T1/M/9) modul 3

Stage	Activity Description	Task Type	Technology Used	Note
Pre-Activity	The teacher opens the class with a greeting, checks attendance, asks how everyone is doing, and prepares the books. The teacher conducts an aperception, asks about the previous material, and explains the objectives and meaningful understanding that will be obtained.	Brainstorming task	No Technology used	
Main-Activity	Teacher send Advertising Text material through students' smartphones. - Students watch/observe the advertisement images (advertisement text). - Students work in pairs to structure the text. - Individually analyze the structure of the advertisement.	Information-Gap Task and collaborative task	Picture Handphone	

	- Groups identify and present their findings.			
Post-Activity	- Reflection with the teacher on the learning activities. - Reinforcement of the material by the teacher. - Closing with a farewell.	Feedback and Reflection	No Technology Used	



Appendix 5. Classroom Observation Sheets

Observation Sheet

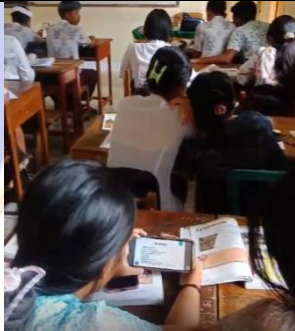
Date : August 15, 2024
 Material : Simple past tense (week 1)
 SMP NEGERI 2 SINGARAJA Grade 9, Teacher 2

Stage	Activity Description	Task Type	Technology Used	Note
Pre-Activity	The teacher greets the students then followed by praying together and checking the students' attention and inviting the students to clean the classroom for a while because it is dirty. The teacher asks about the material in the previous lesson and makes sure whether the students have questions and have understood the material from last week or not. The teacher shares a video link about simple past tense and asks students to pay attention to the video and then asks questions, namely 1. What is the video about? 2. What is the content of the video? 3. Do you understand the meaning of the video. The teacher and students here interact with each other to give their respective opinions.	Brainstorming-task	Video Hanphone	
Main-Activity	The teacher re-explains about the simple past tense by checking whether the students	Text-based task	Handphone Picture Wifi	

	have understood the material given or not. The teacher sends a picture to the student's cellphone where the student is assigned to translate the sentence in the picture given to the student, and the students do the task in their respective books			
Post-Activity	Students individually write answers to questions given by the teacher on the board, then other students check their answers whether they match their friends' correct answers or not. The teacher gives feedback on students' answers and gives a brief explanation of their translated answers. After that, the teacher closes the lesson in class by praying and greeting.	Feedback and reflection	No Technology Used	

Observation Sheet

Date : August 21, 2024
 Material : Advertising Text (week 1)
 SMP NEGERI 2 SINGARAJA, 9 grade (Teacher 2)

Stage	Activity Description	Task Type	Technology Used	Note
Pre-Activity	The teacher greets checks the students' attendance The teacher invites the students to check the cleanliness of the environment. The teacher conveys the learning objectives and relates the material to be learned to everyday experiences Teacher's ask several questions about advertisement text.	Brainstorming task	No Technology used	
Main-Activity	Students listen and discuss the elements of "Advertising Text" displayed through Canva slides and sent via students' cellphones. Students are then asked to form "work in pairs" groups with their deskmates to identify and write down the elements of advertising text.	Information-Gap Task (Students work in pairs to identify and analyze different elements of advertising, filling in knowledge gaps through discussion).	Picture Handphone	
Post-Activity	Students are invited to conclude the learning outcomes that have taken place. Students reflect on learning The teacher invites students to appreciate the learning activities that have taken place.	Feedback and Reflection	No Technology Used	

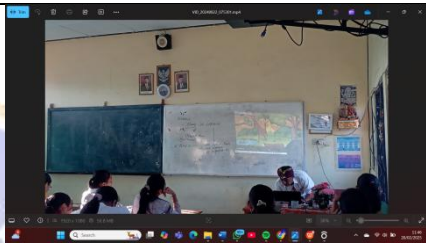
	Students pray before closing the activity.			
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Observation Sheet

Date : August 22, 2024

Material : Recount text (week 1)

SMP NEGERI 2 SINGARAJA, 9 grade (Teacher 1)

Stage	Activity Description	Task type	Technology used	Note
Pre-activity	The teacher greets the students and prays together, followed by checking the students' attendance. The teacher presents an power point and images about animals and interacts with the students by asking questions such as what the images is about, what is being discussed, and what the main topic is. After the discussion, the students are given an explanation and an overview of what recount text is.	Brain storming task	LCD Proyektor Mini Sound System	

Main-Activity	The students creating recount text based on images displayed on the LCD. In this task, students must analyze the visual information from the images, process it using their reasoning skills, and organize it into a cohesive recount text. They are not merely copying information but interpreting, sequencing events, and expressing experiences or occurrences in a logical manner.	Fact-Finding Task	LCD Projector speaker	
Post-Activity	The teacher provides students with feedback on the assigned task	Feedback and reflection	No technology used	

Observation Sheet

Date : August 22, 2024
Material : Degree of Comparisson (week 2)
SMP NEGERI 2 SINGARAJA, 9 grade (Teacher 1)

Learning Stage	Activity description	Task Type	Technology Integration	Note
Pre-Activity	The teacher greets, prays, and checks the students' attendance. The teacher	Brainstorming and questioning task	No technology used	Authentic input Encouraged meaningful interaction through questioning

	also asks for their understanding of the material in the previous week. The teacher shows students power point containing image with different size and teacher gives the students			
Main-Activity	The teacher explains "Degree of Comparisson" using power point with interaction carried out with students (students are asked to read the paragraph in the power point). Then students are given another task in the form of making a sentence degree of comparisson based on the image provided in Power Point) individually.	Information-gap task	LCD Projector speaker	Students are assigned a task in which they are asked to compare the images displayed on the LCD screen. 

Post-Activity	The teacher provides input on students' answers based on what the students do individually, then the teacher also gives homework in the form of homework where they have to make 20 sentences of degree of comparison.	Feedback and reflection	No technology used	
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Observation Sheet

Date : February 17, 2025
Material : Procedure Text (week 2)
SMP NEGERI 2 SINGARAJA, 9 grade (Teacher 1)

Stage	Activity Description	Task Type	Technology used	Note
Pre-Activity	- Prayer together, checking attendance and class readiness. - The teacher provides motivation and apperception about the procedure text. - Q&A starter: "What do you know about Procedural Text?" and "What will you do for	Questioning task	No Technology Used	

	some used material in our environment?"			
Main-Activity	The teacher plays English audio about the procedure text where students are asked to listen to the audio of the procedure text. While the audio is playing, the teacher explains imperative sentences and difficult vocabulary and the teacher facilitates student interaction. Students work in groups (3-4 people) to work on the Student Worksheet (LKPD). - The teacher guides students in presenting their works in front of the classroom.	Information gap-task	Speaker / Audio player LCD Proyektor Power Point Wifi	
Post-Activity	The teacher guides students to conclude the learning	Feedback and Reflection	No technology used.	

	through questions and answers. - The teacher reflects on the benefits of learning related to upcycling used goods. - The teacher provides feedback on individual and group work results.			
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Observation Sheet

Date : February 17, 2025
Material : Invitation Card (week 2)
SMP NEGERI 2 SINGARAJA, 9 (Teacher 2)

Stage	Activity Description	Task Type	Technology Used	Note
Pre-Activity	The class is opened with greetings and asking about the students' news/conditions, then one of the students is asked to lead a prayer to start the lesson. Checking student attendance.	-	No Technology Used	
Main-Activity	Student's was asked to listen and pay attention to recount text material via Powepoint slides: The teacher asks student's to make a group consist or 4-5 students to work on the questions that including: 1. What is an recount text?	Carousel Brainstorming Task	Power Point LCD Proyektor Speaker Wifi	

	2. Where can you find a recount text? 3. What are the characteristics of an recount text? 3. What is The structure of a recount text? 3. How to make an recount text? The teacher asks students to give the results of their discussions to other groups and asks other groups to respond to the results of their friends' discussions. (Carousel Brainstorming)			
Post-Activity	Educators and students discuss the results of the work that has been responded to by other groups Educators ask students to conclude the learning that has taken place Educators ask students to reflect Educators ask students to pray together before closing the activity	Reflective Task	No Technology Used	

Appendix 6. Questionnaire Distribution

TEACHERS' PRACTICE AND PERCEPTION IN IMPLEMENTING TECHNOLOGY MEDIATED TASKBASED LANGUAGE TEACHING IN SMPN 2 SINGARAJA

** Indicates required question*

1. Email *

2. Nama Lengkap *

3. Jenis Kelamin *

Mark only one oval.

☐

Laki-laki

☐

Perempuan

4. Umur *

Mark only one oval.

☐

20-25

☐

26-30

☐

31-35

☐

36-40

☐

41-45

☐

Lebih dari 45 tahun



Teacher's View and attitude on Implementing TMTBLT

Pandangan dan Sikap Guru dalam Menerapkan TMTBLT

5. 1. I am interested in implementing TMTBLT in the classroom.

Saya tertarik menerapkan TMTBLT di kelas.

Mark only one oval.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

6. 2. TMTBLT creates a relaxed atmosphere to encourage the use of the target language.

TMTBLT menciptakan suasana santai yang mendorong penggunaan bahasa target

Mark only one oval.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

7. 3. TMTBLT addresses learners' needs and interests.

TMTBLT memenuhi kebutuhan minat peserta didik *Mark*

only one oval.



- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

8. 4. TMTBLT pursues the development of integrated skills in the classroom.

TMTBLT mendorong pengembangan keterampilan bahasa terpadu di kelas.

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

9. 5. TMTBT places a heavy psychological burden to teacher as a facilitator.

TMTBLT memberikan beban psikologis yang berat bagi guru sebagai fasilitator *Mark*

only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

10. 6. TMTBLT requires much preparation time compared to others method.

TMTBLT memerlukan waktu persiapan lebih banyak dibandingkan metode lainnya.

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

11. 7. TMTBLT is effective in managing classroom arrangement.

TMTBLT efektif dalam mengatur penataan kelas.

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

12. 8. TBLT materials in meaningful textbooks have objectives based on realworld contexts that will be more effective if mediated by technology.

Materi TBLT yang berbasis konteks dunia nyata lebih efektif jika didukung oleh teknologi.

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

13. 9. Teachers believe that combining of tasks and technology in language classroom makes the student more responsive and attentive

Guru percaya bahwa menggabungkan tugas dan teknologi di kelas bahasa

membuat siswa lebih responsif dan perhatian.

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

14. 10. Teachers rate students' competence to make the best use of technology and task for learning the target language.

Guru menilai kemampuan siswa dalam menggunakan teknologi dan tugas secara efektif untuk mempelajari bahasa target.

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

15. 11. Teachers believe that the task implemented are perfect for grammatical accuracy and linguistic proficiency

Guru percaya bahwa tugas yang diterapkan meningkatkan ketepatan tata bahasa dan kemahiran berbahasa.

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

16. 12. What types of technology tools and devices used by teachers in language classrooms?

Jenis alat dan perangkat teknologi apa yang digunakan guru di kelas bahasa?

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

17. 13. Why do teachers usually implement technology- based task in their language classes?

Mengapa guru biasanya menerapkan tugas berbasis teknologi di kelas bahasa mereka?

Mark only one oval.

- ☐ Sangat Setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

The reason teacher choose to avoiding and implementing the TMTBLT method Alasan guru

menggunakan dan menghindari implementasi TMTBLT di dalam kelas

18. 14. What are the reasons teachers use TMTBLT in the classroom?

Apa alasan guru menggunakan TMTBLT di kelas?

Check all that apply.

- ☐ TMTBLT cocok untuk kerja kelompok kecil
- ☐ TMTBLT meningkatkan keterampilan interaksi peserta didik
- ☐ TMTBLT mendorong motivasi intrinsik peserta didik
- ☐ TMTBLT menciptakan lingkungan belajar kolaboratif TMTBLT
- ☐ mendorong kemajuan akademik peserta didik Other:
- ☐ _____

19. 15. What are the reasons teachers avoid using TMTBLT in the classroom?

Apa alasan guru menghindari penggunaan TMTBLT di dalam kelas

Check all that apply.

- ☐ Saya memiliki sedikit pengetahuan tentang intruksi berbasis tugas
- ☐ Saya memiliki kemampuan bahasa target yang terbatas
- ☐ Saya mengalami kesulitan dalam menilai kinerja siswa berdasarkan tugas
- ☐ Peserta didik belum terbiasa dengan pembelajaran berbasis tugas
- ☐ Materi di buku teks kurang layak untuk menggunakan TMTBLT
- ☐ Ukuran kelas yang besar merupakan kendala menggunakan metode berbasis tugas

The challenges and recommendation on implementing TMTBLT

Tantangan dan rekomendasi guru saat menerapkan TMTBLT

20. 16. What challenges do teachers face in organising technology- mediated task based language classes?

Tantangan apa yang dihadapi guru dalam mengatur kelas bahasa berbasis tugas dimediasi teknologi?

Check all that apply.

- ☐ Kualitas internet yang kurang stabil
- ☐ Tidak tersedianya peralatan teknologi
- ☐ Sulit untuk menangani siswa dengan tingkat yang berbeda dalam satu kelas yang sama
- ☐ Ruang kelas bahasa yang didukung teknologi tidak tersedia
- ☐ Proyektor dan sound system bermasalah Other:
- ☐
- ☐

21. 17. What recommendations suggested by participants to make TBLT more effective for language learning?

Rekomendasi apa yang disarankan peserta untuk membuat TMTBLT lebih efektif dalam pembelajaran bahasa?



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

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sumerthayamd73@gmail.com

Nama Lengkap *

I MADE SUMERTHA YADA, S.PD

Jenis Kelamin *



Laki-laki



Perempuan



Umur *

- ☐ 20-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☒ Lebih dari 45 tahun

Teacher's View and attitude on Implementing TMTBLT

Pandangan dan Sikap Guru dalam Menerapkan TMTBLT

1. I am interested in implementing TMTBLT in the classroom.

Saya tertarik menerapkan TMTBLT di kelas.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

2. TMTBLT creates a relaxed atmosphere to encourage the use of the target language.

TMTBLT menciptakan suasana santai yang mendorong penggunaan bahasa target

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

3. TMTBLT addresses learners' needs and interests.

TMTBLT memenuhi kebutuhan minat peserta didik

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju



4. TMTBLT pursues the development of integrated skills in the classroom.

TMTBLT mendorong pengembangan keterampilan bahasa terpadu di kelas.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

5. TMTBT places a heavy psychological burden to teacher as a facilitator.

TMTBLT memberikan beban psikologis yang berat bagi guru sebagai fasilitator

- ☐ Sangat Setuju
- ☐ Setuju
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju



6. TMTBLT requires much preparation time compared to others method.

TMTBLT memerlukan waktu persiapan lebih banyak dibandingkan metode lainnya.

- ☐ Sangat Setuju
- ☐ Setuju
- ☒ Tidak Setuju
- ☐ Sangat Tidak Setuju

7. TMTBLT is effective in managing classroom arrangement.

TMTBLT efektif dalam mengatur penataan kelas.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju



8. TBLT materials in meaningful textbooks have objectives based on real-world contexts that will be more effective if mediated by technology.

Materi TBLT yang berbasis konteks dunia nyata lebih efektif jika didukung oleh teknologi.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

9. Teachers believe that combining of tasks and technology in language classroom makes the student more responsive and attentive

Guru percaya bahwa menggabungkan tugas dan teknologi di kelas bahasa membuat siswa lebih responsif dan perhatian.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju



10. Teachers rate students' competence to make the best use of technology and task for learning the target language.

Guru menilai kemampuan siswa dalam menggunakan teknologi dan tugas secara efektif untuk mempelajari bahasa target.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

11. Teachers believe that the task implemented are perfect for grammatical accuracy and linguistic proficiency

Guru percaya bahwa tugas yang diterapkan meningkatkan ketepatan tata bahasa dan kemahiran berbahasa.

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju



12. What types of technology tools and devices used by teachers in language classrooms?

Jenis alat dan perangkat teknologi apa yang digunakan guru di kelas bahasa?

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

13. Why do teachers usually implement technology- based task in their language classes?

Mengapa guru biasanya menerapkan tugas berbasis teknologi di kelas bahasa mereka?

- ☐ Sangat Setuju
- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

The reason teacher choose to avoiding and implementing the TMTBLT method

Alasan guru menggunakan dan menghindari implementasi TMTBLT di dalam kelas

14. What are the reasons teachers use TMTBLT in the classroom?

Apa alasan guru menggunakan TMTBLT di kelas?

- ☒ TMTBLT cocok untuk kerja kelompok kecil
- ☒ TMTBLT meningkatkan keterampilan interaksi peserta didik
- ☒ TMTBLT mendorong motivasi intrinsik peserta didik
- ☒ TMTBLT menciptakan lingkungan belajar kolaboratif
- ☒ TMTBLT mendorong kemajuan akademik peserta didik

☐ Other: _____

15. What are the reasons teachers avoid using TMTBLT in the classroom?

Apa alasan guru menghindari penggunaan TMTBLT di dalam kelas

- ☒ Saya memiliki sedikit pengetahuan tentang intruksi berbasis tugas
- ☐ Saya memiliki kemampuan bahasa target yang terbatas
- ☐ Saya mengalami kesulitan dalam menilai kinerja siswa berdasarkan tugas
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The challenges and recommendation on implementing TMTBLT

Tantangan dan rekomendasi guru saat menerapkan TMTBLT

16. What challenges do teachers face in organising technology- mediated task- based language classes?

Tantangan apa yang dihadapi guru dalam mengatur kelas bahasa berbasis tugas dimediasi teknologi?

- ☒ Kualitas internet yang kurang stabil
- ☐ Tidak tersedianya peralatan teknologi
- ☐ Sulit untuk menangani siswa dengan tingkat yang berbeda dalam satu kelas yang sama
- ☐ Ruang kelas bahasa yang didukung teknologi tidak tersedia
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- ☐ Other:

17. What recommendations suggested by participants to make TBLT more effective for language learning?

Rekomendasi apa yang disarankan peserta untuk membuat TMTBLT lebih efektif dalam pembelajaran bahasa?

Perlu adanya penyelenggaraan Webinar/ Workshop yg intensif tentang TBLT sehingga pemenuhan perlengkapan teknologi yg mendukung kelas bahasa akan lebih greget disediakan karena dipandang sebagai suatu kebutuhan di era globalisasi.

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

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putulindasrisusanti@gmail.com

Nama Lengkap *

Putu Linda Sri Susanti, S.Pd

Jenis Kelamin *



Laki-laki



Perempuan



Umur *

- ☐ 20-25
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- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju



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- ☐ Tidak Setuju
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- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

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- ☒ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

The reason teacher choose to avoiding and implementing the TMTBLT method

Alasan guru menggunakan dan menghindari implementasi TMTBLT di dalam kelas

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- ☒ TMTBLT meningkatkan keterampilan interaksi peserta didik
- ☒ TMTBLT mendorong motivasi intrinsik peserta didik
- ☒ TMTBLT menciptakan lingkungan belajar kolaboratif
- ☒ TMTBLT mendorong kemajuan akademik peserta didik

☐ Other: _____

15. What are the reasons teachers avoid using TMTBLT in the classroom?

Apa alasan guru menghindari penggunaan TMTBLT di dalam kelas

- ☒ Saya memiliki sedikit pengetahuan tentang intruksi berbasis tugas
- ☐ Saya memiliki kemampuan bahasa target yang terbatas
- ☐ Saya mengalami kesulitan dalam menilai kinerja siswa berdasarkan tugas
- ☒ Peserta didik belum terbiasa dengan pembelajaran berbasis tugas
- ☒ Materi di buku teks kurang layak untuk menggunakan TMTBLT
- ☐ Ukuran kelas yang besar merupakan kendala menggunakan metode berbasis tugas

The challenges and recommendation on implementing TMTBLT

Tantangan dan rekomendasi guru saat menerapkan TMTBLT

16. What challenges do teachers face in organising technology- mediated task- based language classes?

Tantangan apa yang dihadapi guru dalam mengatur kelas bahasa berbasis tugas dimediasi teknologi?

- ☒ Kualitas internet yang kurang stabil
- ☐ Tidak tersedianya peralatan teknologi
- ☐ Sulit untuk menangani siswa dengan tingkat yang berbeda dalam satu kelas yang sama
- ☐ Ruang kelas bahasa yang didukung teknologi tidak tersedia
- ☒ Proyektor dan sound system bermasalah
- ☐ Other:

17. What recommendations suggested by participants to make TBLT more effective for language learning?

Rekomendasi apa yang disarankan peserta untuk membuat TMTBLT lebih efektif dalam pembelajaran bahasa?

Pembelajaran melalui TBLT sangat efektif digunakan asalkan sarana dan prasarana berbasis tchnology mendukung pembelajaran.

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Appendix 7. Interview result

Interview Result of Teacher 1/M/9

No	Questions	Answers
1.	What do you know about TBLT Concept? Apa yang bapak ketahui tentang TMTBLT Concept?	Kalau task based secara umum ya paham, kemudian terkait task based yang dengan teknologi, tidak terlalu familiar. Namun melihat beberapa kelas belum semua menggunakan LCD, namun sudah sih dilakukan beberapa kali tetapi presentasinya masih beberapa kali.
2.	What types of tasks do you implement in TMTBLT? Apa jenis task yang bapak implementasikan di TMTBLT.	Saya tidak benar-benar tahu jenis tugas apa, tetapi saya rasa saya menggunakan tugas untuk TBLT seperti brainstorming, mendengarkan, memecahkan masalah, dan tugas kolaboratif.
3	Apakah penerapan TBLT di kelas menggunakan teknologi? Misalnya, e-book, video, audio, atau aplikasi di smartphone?	Ya, di sekolah ini saya yang paling sering menggunakan PowerPoint, gambar digital, video, YouTube, LCD, speaker, dan Grup WhatsApp untuk proses pembelajaran.
4	Bapak kan tadi mengatakan bahwa menggunakan brainstorming task diawal pembelajara, bagaimana Anda menerapkan tugas brainstorming di awal pelajaran?	Saya kadang-kadang menggunakan LCD dan proyektor untuk menampilkan gambar seperti gambar gorila dan kemudian mengajukan pertanyaan tentang gambar tersebut.
5	Menurut bapak apakah penting adanya pertanyaan pemantik di awal pembelajaran atau di pre-activity?	Ya sangat penting, karena bisa menyiapkan siswa untuk menuju materi utama.
6	Bagaimana Anda memberikan umpan balik kepada siswa setelah tugas selesai?	Saya menggunakan umpan balik dan refleksi untuk memberikan penilaian langsung tanpa menggunakan teknologi lagi.
7	Menurut bapak adakah tantangan yang bapak temukan di dalam menggunakan TMTBLT di kelas nika pak?	Tantangan utama yang jelas sarana dan prasarana
8	Oh tidak semua kelas mempunyai LCD yang lengkap sama proyekturnya ya bapak?	iya tidak semua memiliki lcd hanya 3 kelas yang unggulan lalu sama tantangan yang lain koneksi internet juga terkadang disini wifinya tidak bagus karena banyak pengguna,

		makanya jika saya menyuruh siswa. membawa handphone ke sekolah saya suruh mereka menyiapkan kuota internet dari rumah.
9	Solusi apa yang Anda terapkan untuk tantangan tersebut?	solusi dari tantangan itu ialah mengatur jadwal dengan guru lain untuk penggunaan kelas yang memiliki sarana, sehingga sudah dipersiapkan sebelumnya untuk penggunaan materinya dan menyiapkan alat2nya dan menyiapkan siswa jauh2 hari agar siap saat pembelajaran.
10	Apa alasan Anda terkadang menghindari TMTBLT?	saya terkadang menghindari penggunaannya karena banyak menghabiskan waktu dan jam pelajaran terbatas.
11	Apakah benefit yang bapak rasakan selama mengajar menggunakan metode ini? Apakah bapak merasa lebih mudah?	Lebih mudah sih tidak, tapi dampaknya dari penggunaan atau saat saya mengajar siswa jadi lebih bersemangat untuk mengikuti pembelajaran jadi mereka lebih mudah memahami isi materi.
12	Apa saran Anda untuk membuat TMTBLT lebih efektif di masa depan?	Harus ada webinar atau lokakarya intensif tentang TBLT dan perbaikan dalam penyediaan fasilitas berbasis teknologi.

Interview Result of Teacher 2/F/9

No	Questions	Answers
1	What do you understand about the concept of TMTBLT? Apa yang ibu pahami tentang TMTBLT konsep?	Sebenarnya sih saya belum tau tentang metode ini tapi pembelajaran berbasis worksheet itu pernah saya lakukan ke anak-anak, menggunakan video audio, google form, pakai ppt juga pernah. Menurut saya itu sudah berbasis teknologi.
2	What types of tasks do you use in TMTBLT learning? Apa jenis tugas yang biasanya ibu pakai di pembelajaran TMTBLT?	Saya tidak tahu banyak dan saya tidak yakin tentang jenis tugas dalam TBLT. Tetapi, itu dah saya biasanya memberikan worksheet digital untuk siswa kerjakan, lalu menyuruh siswa

		listening.
3	Teknologi apa yang ibu gunakan saat mengajar dengan TMTBLT?	Teknologi yang selalu saya gunakan saat mengajar hanyalah teknologi seperti PowerPoint, gambar digital, Google Docs, proyektor LCD, dan speaker untuk audio
4	Waktu observasi kan saya melihat ibu menggunakan brainstorming nika ya di awal2 pembelajaran itu, bagaimana ibu membuat pre-activity saat pembelajaran agar menarik?	Saya memberikan pertanyaan pemicu dan menanyakan tentang materi sebelumnya, kemudian beralih ke pertanyaan yang relevan.
5	Bagaimana dengan di akhir pembelajaran bu, bagaimana biasanya memberikan umpan balik di akhir sesi pembelajaran?	Biasanya, waktu terbatas, jadi saya tidak menggunakan teknologi di akhir, dan memberikan umpan balik dan refleksi secara lisan.
6	Apa tantangan yang ibu temukan dalam menggunakan TMTBLT?	Kadang-kadang management waktunya ya, ketika saya mengoperasikan penggunaan teknologi tantangannya 1 jika siswa membawa hp banyak yang tidak memiliki kouta, juga saat menggunakan lcd banyak yang tidak hidup, sama management waktu yang sulit karena memasang dan melepas menggunakan teknologi saat susah dan memerlukan waktu.
7	Solusi apa yang Anda ambil untuk tantangan-tantangan ini?	Saya memberi tahu siswa dari awal tentang perangkat yang perlu mereka siapkan, dan saya membatasi penggunaan teknologi hanya untuk kegiatan inti.
8	Apa alasan ibu biasanya menghindari penggunaan metode ini dalam beberapa situasi?	Materi buku teks tidak cocok untuk penggunaan jenis tasknya, saya tidak terlalu paham teknologi, dan siswa belum terbiasa dengan model ini.
11	Apa dampak TMTBLT yang ibu rasakan terhadap siswa menurut ibu?	Para siswa menjadi lebih antusias dan lebih fokus saat belajar, terutama kalau

		menggunakan media visual itu lo mereka senang sekali.
12	Apa rekomendasi Anda untuk penggunaan TMTBLT di masa depan?	TMTBLT sangat efektif selama didukung oleh fasilitas teknologi yang memadai.



Appendix 8. Documentation of Classroom Observation



Appendix 9. Documentation of Interview



RIWAYAT HIDUP



Ni Putu Cendani Jelita Ruparti, lahir di Singaraja pada tanggal 30 November 2002. Ia merupakan putri dari pasangan Bapak I Gede Made Rupawan dan Ni Nyoman Juniarti. Penulis memiliki kewarganegaraan Indonesia dan beragama Hindu. Saat ini, penulis tinggal di Br. Dukuh, Kec. Penebel, Kab. Tabanan, Bali. Penulis menempuh pendidikan dasar di SD Negeri 1 Penebel dan lulus pada tahun 2015. Selanjutnya, ia melanjutkan pendidikan di SMP Negeri 1 Penebel dan lulus pada tahun 2018. Kemudian penulis melanjutkan ke jenjang SMA di SMA Negeri 1 Penebel dan lulus pada tahun 2021. Pendidikan ke perguruan tinggi ditempuh penulis di Universitas Pendidikan Ganesha, dengan program study Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Universitas Pendidikan Ganesha. Pada akhir semester tujuh tahun 2025, penulis menyelesaikan Tugas Akhir berjudul “Teachers' Practice and Perception In Implementing Technology-Mediated Task-Based Language Teaching In SMP Negeri 2 Singaraja.” Sejak tahun 2021 hingga penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.