

TEACHERS' PERCEPTION IN IMPLEMENTING TECHNOLOGY-MEDIATED TASK-BASED LANGUAGE TEACHING IN SMPN 6 SINGARAJA

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Abstract

This research was conducted to explore in depth how teachers perceive the implementation of TMTBLT in Indonesian education, particularly in junior high schools, in the process of teaching English. This study employed descriptive qualitative methods where the researcher focused solely on observing the phenomena occurring in the field and presenting data non-numerically. The study took samples from teachers at SMP Negeri 6 Singaraja who teach English in the 7th grade. The sampling process used purposive sampling, where samples were selected directly in the field. The instrument used in this research was a questionnaire with a 4-point Likert scale ranging from strongly disagree to strongly agree. The instrument developed by the researcher covered how teachers use TMTBLT, the difficulties teachers experience when applying TMTBLT, and the solutions prepared by teachers. After completing the data collection process, the researcher then conducted a descriptive statistical analysis of the results obtained. The research findings indicate that teachers have a positive perception, stating that TMTBLT can assist them in the process of teaching English. With TMTBLT, teachers also say that they can build interaction with students, encourage students to be more active, and be willing to learn independently to solve problems. However, they still encounter challenges in several areas, such as insufficient school facilities, for example, an unstable Wi-Fi network. Teachers still cannot ensure that all students participate actively due to the relatively large class sizes. Nevertheless, they strongly agree that TMTBLT should be further developed to support the teaching and learning process, especially in the field of language.

Keywords: TMTBLT, Teachers, Perception, Junior High School

Abstrak

Penelitian ini dilakukan untuk mengkaji lebih dalam terkait bagaimana persepsi guru pada penerapan dari TMTBLT pada Pendidikan Indonesia khususnya diarahkan sekolah menengah pertama dalam proses mengajar Bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dimana peneliti hanya fokus melihat fenomena yang terjadi di lapangan dan menyajikan data secara non-numeric. Penelitian ini mengambil sampel guru SMP Negeri 6 Singaraja yang mengajar Bahasa Inggris kelas 7. Proses pengambilan sampel menggunakan purposive sampling yaitu sampel dipilih langsung ketika di lapangan. Instrumen yang digunakan pada penelitian ini yaitu kuisioner dengan skala liker 4 dari sangat tidak setuju – sangat setuju. Instrumen yang dibuat peneliti mencakup bagaimana ketika guru menggunakan TMTBLT, kesulitan yang dialami guru ketika menerapkan TMTBLT, dan bagaimana solusi yang disiapkan oleh guru. Setelah menyelesaikan proses pengambilan data kemudian peneliti melakukan analisis dari hasil yang didapat secara deskriptif statistik. Kemudian hasil penelitian menunjukkan bahwa para guru memiliki persepsi yang positif menyatakan bahwa TMTBLT bisa membantu mereka dalam proses mengajar Bahasa Inggris. Dengan TMTBLT guru juga mengatakan bahwa mereka bisa membangun interaksi dengan siswa, membuat siswa lebih aktif dan mau belajar secara mandiri untuk memecahkan masalah. Namun demikian mereka tetap

memiliki kendala pada beberapa hal seperti fasilitas sekolah kurang mendukung contohnya jaringan Wifi kurang stabil. Para guru masih belum mampu memastikan semua siswa berpartisipasi aktif karena jumlah kelas yang cukup besar. Walaupun begitu mereka sangat setuju jika TMTBLT semakin dikembangkan untuk mendukung proses belajar mengajar khususnya dibidang Bahasa.

Kata kunci : TMTBLT, Guru, Persepsi, Sekolah Menengah Pertama

1. Introduction

English has become an important part of education in Indonesia (Zein et al. 2020). The advantages of English as an international language encourage the Indonesian education sector to continuously improve students' abilities in mastering English. Proficiency in English can greatly assist in competing on a global level (Pranawengtiyas 2022). However, mastering English in Indonesian education is quite challenging because it is not a daily language used for communication. In this regard, Indonesian education has designed effective teaching methods to enhance students' language abilities. Indonesian education has started implementing learning processes related to technology, which are more effective in improving students' learning outcomes (Ziegler 2016). Zhou et al. (2018) also stated that technological developments are very significant in helping to change language learning outcomes, in which case technology is very useful as a supporting medium in learning (Mulyadi et al. 2021). The shift from traditional learning methods to technology-based learning methods can also provide a more interactive, collaborative, and efficient learning experience in language learning. By incorporating technology for the advancement of education, it can also help encourage students' interest in self-learning where students can fulfill their needs and abilities in understanding the material independently (Namazian et al. 2017)

A popular learning method is tax-based teaching which emphasizes the use of language connected to real contexts and tasks that are relevant to everyday life (Van de Branden 2016). Van den Branden (2016) also stated that Tax-based teaching is an approach to language learning that emphasizes the provision of authentic tasks that encourage students to develop more effective and practical language skills. Distinguished from traditional teaching methods where language learning focuses on language form and structure, Taks-based teaching emphasizes meaning, interaction, and cognitive processes that help encourage students' communication skills holistically (Saurez et al. 2018). In addition, one of the current language teaching approaches is Communicative Language Teaching (CLT). CLT is one of the language learning methods where the learning process is student-centered which will greatly help encourage students to carry out meaningful communication and interaction in accordance with the target language. CLT is also very helpful in building students' independence in order to solve problems. In CLT, the teacher is a facilitator where the center of learning focuses on students' ability to communicate so as to develop students' language skills. Increasingly, the emergence of TBLT or Tax Based Language Teaching is a learning process that uses tasks as a tool to assess structures in language learning. In TBLT students are expected to be able to communicate clearly instead of just memorizing vocabulary or learning grammatical structures (Somawati et al. 2018). According to Huang et al. (2021) TBLT can be interpreted as an approach that makes tasks the main source in planning the achievement of a learning goal. TBLT will better help build student participation in every learning process and the teacher's focus is not only on providing knowledge but guiding and supporting students to be able to complete the tasks given

The current development makes TBLT increasingly recognized so that many develop TBLT and combine it with other learning methods. In line with the development of technology, TBLT is also growing until there is Technology Mediated Tax Based Language Teaching (TMTBLT) which has principles that are in line with TBLT but combined with technological developments. The presence of TMTBLT in the world of education is quite helpful in addition to achieving language learning goals, teachers can also introduce how technology develops to students. TMTBLT is an approach that uses digital technology in planning, implementing, and evaluating tasks in language learning (Smith et al. 2021). In Putri (2023) stated that TMTBLT is a language learning process that can use digital tools or platforms as a means to increase student engagement so that students can learn language more comfortably. In the research of Chong et al. 2020 stated that TMTBLT is a language learning approach that is in line with the principles of TBLT where teacher-created tasks must be authentic and the learning process is student-centered. Smith et al. 2021 stated that

technology makes it easier for teachers to compose quality assignments and can improve students' language learning outcomes. In addition, Overland et al. 2011 stated that with technology students will be more motivated to be active in the learning process.

At the junior high school level, students tend to be in a transitional phase which is very important for students' cognitive and social emotional development. At this time students tend to start thinking critically and have a very high curiosity. With this high curiosity, it is very important for students to get good guidance during school to help their growth and development process. By applying TMTBLT which is related to technology in the learning process can make it easier for students to access more diverse learning materials from various sources (Afifah et al. 2024). Putri (2023) also stated that the application of technology in the language learning process shows positive results where students have active involvement during the learning process. In addition to the use of technology in language learning such as through videos, interactive applications or other online platforms can make student assignments more interesting. In an age where all children are familiar with smartphones, technology is also very helpful in encouraging students to practice using language in more real-life contexts such as through online discussions or group projects. Technology also supports students to improve language acquisition more naturally rather than just memorization (Le et al. 2025). So TMTBLT is quite relevant to be used to improve students' language skills.

The benefits of implementing TMTBLT, which are very positive, also require a mature understanding from the teacher. As a learning companion for students, teachers must have a good perception of a learning method. This will be related to the success of the application of the method. Rahayu (2025) also stated that teachers have a strong understanding of TMTBLT principles and are well aware of its impact on the learning process. Teachers realize that the use of technology supports more collaborative tasks between teachers and students. In addition, Putri (2023) argued that TMTBLT implemented by this school can coexist with traditional methods which can further build students' learning motivation. With technology, learning activities can be more interactive, effective, comfortable, and facilitate the process of teachers transferring knowledge to students. TMTBLT also strongly supports independent learning, especially in language learning where students can independently read or listen to English from various online sources that are more flexible and easy to understand (Christoforou et al. 2024). Although almost all previous studies show that TMTBLT is effective, there are still things that need to be addressed by the government such as supporting facilities for using technology when learning, intensive training activities for teachers related to technology-based learning methods, development of relevant modules and digital teaching resources, and strategies for managing large classes to ensure that all students actively participate.

Based on the results of previous research, this study found a gap, namely that teachers' understanding of TBLT is still relatively low, although teachers give positive perceptions but teachers are still lacking in showing their understanding and knowledge of the TBLT method. In addition, previous research is still limited in discussing research on technology in offline TBLT. There are still few studies that discuss TBLT connected with technology at the secondary school level, most studies are conducted at the university level. This study will provide a lot of novelty such as, focusing on technology-based TBLT that conducts research at the junior high school level. This study also combines how teachers perceive the use of TBLT and looks directly at how they actually practice when applying technology-based TBLT directly in the classroom. Thus, this study will provide a new contribution that is more tangible related to how the direct use of TMTBLT in the world of education in Indonesia, especially at the junior high school level.

This study will be used to answer the research questions, how do English teachers at grade 7th SMPN 6 Singaraja perceive the implementation of technology-mediated task-based language teaching?

2. Research Method

2.1. Research Design

This research uses qualitative descriptive, which is a research method that focuses on understanding unique phenomena and gives direct attention to real situations (Cresswell, 2020). The research will further describe how a phenomenon occurs in the research object being studied. This study aims to find out how the perceptions of English teachers in the 7th grade at SMP Negeri 6 Singaraja apply TMTBLT. SMP Negeri 6 Singaraja was chosen as the research location because the 7th-grade English teachers have implemented the

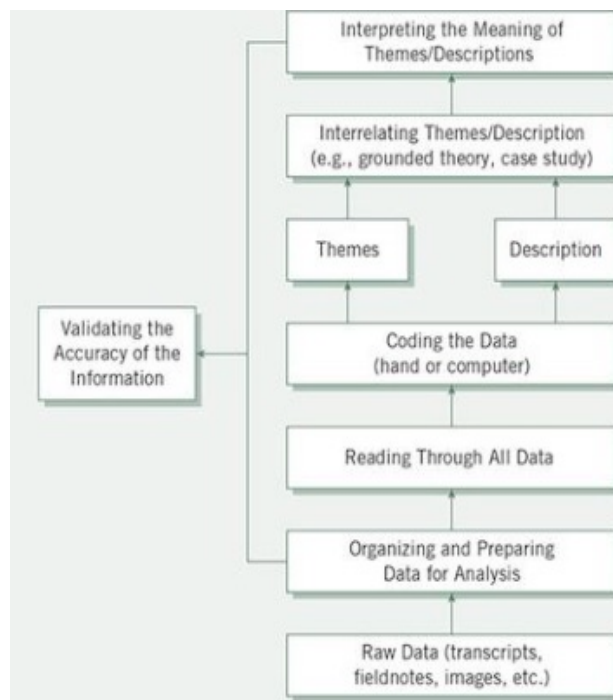
TMTBLT method in their teaching process in the classroom. This research chose 7th-grade students because at this stage they already have sufficient basic skills in English. 7th grade has begun to use the TMTBLT learning method, and the diverse characteristics of students who are just adapting during the transition from elementary school to junior high school also support the choice of 7th grade for this research.

The subject of this research is English teachers who teach 7th grade at SMP Negeri 6 Singaraja during the 2024/2025 academic year. This study involves two teachers who have already implemented the TMTBLT method when teaching English in 7th grade. The study subjects were selected using purposive sampling, which is the intentional selection based on certain criteria relevant to the research objectives. The criteria for choosing the teachers included having an understanding of the TMTBLT method and having implemented it in the English teaching process. They were willing to allocate time for observation and interviews. Meanwhile, the object of this research focuses on the application of task-based learning integrated with technology or TMTBLT at SMPN 6 Singaraja.

2.2. Data Collection Method

Using a descriptive qualitative method as the main method in exploring the perceptions of 7th grade English teachers when applying TMTBLT during the teaching process. Descriptive qualitative is a type of research method where the research results are presented non-numerically. With this method, there are several data collection processes that are carried out, namely first conducting classroom observations where the researcher is present only to observe how TMTBLT is applied without being involved in classroom activities. The aim is to observe how TMTBLT is directly applied when learning English. The instrument used during the observation is in the form of an observation sheet containing the stages of TMTBLT application, types of assignments, and the integration of technology used, as well as actual documentation. Then, using a questionnaire filled out directly by the teachers via Google Forms. The questionnaire is created with a 4-point Likert scale, which ranges from strongly disagree to strongly agree for all questions. After filling out the questionnaire, the researcher will conduct a study related to the research results obtained.

2.3 Data Analysis Techniques



Picture 2.1 Data Analysis Technique

In this study, the analysis technique for teachers' perceptions of the implementation of TMTBLT in language learning classes uses qualitative descriptive that refers to the procedures from Creswell 2018. The following are the analysis steps conducted after data collection. First, the researcher collected data from the questionnaires distributed to teachers via Google Forms. Then, the researcher read all the data from the questionnaires to understand the results in general. After the initial reading, the researcher categorized the results based on predetermined themes according to the theory used. After categorizing the themes, the data were grouped to understand, in broad strokes, how teachers perceive the implementation of TMTBLT when teaching English. After that, the researcher validated the data through triangulation of the questionnaire results. After obtaining the results, the researcher then conducts a deep interpretation based on qualitative guidelines, and then presents the data and discussion according to the results obtained.

3. Result and Discussion

3.1. Result

3.1.1 Teachers' Perception of Technology-Mediated Task-Based Language Teaching Implementation.

This section present the results of teachers' perceptions of the implementation of TMTBLT. To investigate teachers' perceptions of implementing TMTBLT, the researchers used a questionnaire. The questionnaire consists of several indicators, namely understanding and views on the application of TMTBLT, decisions to choose TMTBLT for learning languages, and the challenges faced by teachers when implementing TMTBLT.

3.1.1.1 Teachers' Views and Attitudes on Implementing Technology-Mediated Task-Based Language Teaching

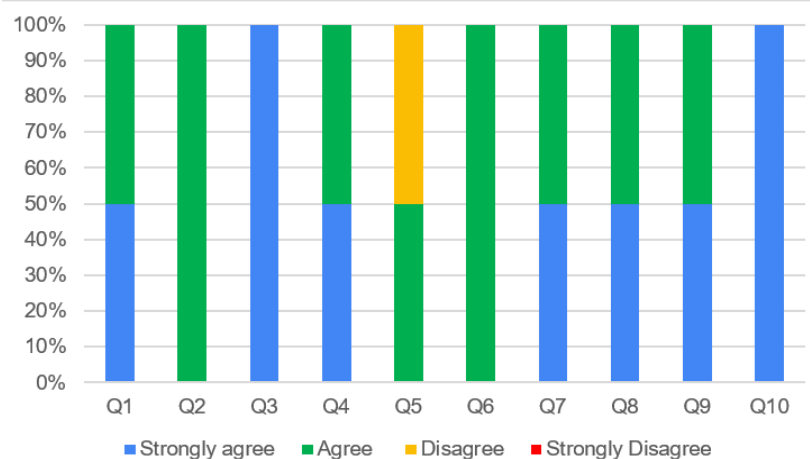


Chart 3.1 Teachers' Views and Attitudes on Implementing Technology-Mediated Task-Based Language Teaching

The chart above presents the results regarding the views and attitudes of teachers when implementing TMTBLT in the language classroom. From the general results, it shows that teachers have a positive view towards the implementation of TMTBLT. By using technology during learning, teachers feel it is quite relevant as it is close to the students' world. Through TMTBLT, they can create a more interactive learning environment, students can practice their communication skills more independently, and teachers can introduce learning technology to students as early as possible. However, there are some challenges that these teachers must face, such as allocating more preparation time. Teachers are also required to be more creative in determining the technology that will be used during learning to align with the material being taught. Despite the challenges faced, teachers still show high enthusiasm and readiness when implementing TMTBLT. Teachers make the most of every available media and technology to support the language learning process in the classroom.

When looking deeper into chart 3.1 in the first statement regarding interest in the application of TMTBLT, the results show that 1 teacher strongly agrees and 1 other teacher agrees. This indicates that

teachers have an interest in TMTBLT because they feel this method aligns with the characteristics of today's students, who are a generation very close to technology. In relation to the second statement regarding TMTBLT helping to create a more relaxed learning atmosphere, both teachers agree, as they assess that using learning media such as videos can make students feel more relaxed and comfortable when learning the language without fearing mistakes. In the third point, the teachers show strong agreement that TMTBLT is a method that is very suitable for meeting students' needs because it can help create a more interactive learning world, and students are more enthusiastic when the tasks given are relevant to their daily lives.

Then the fourth point related to TMTBLT can develop language skills comprehensively. The results show that 1 teacher strongly agrees and another teacher agrees. In this case, the teacher believes that the tasks designed using the TMTBLT method can practice four language skills, namely listening, speaking, reading, and writing. However, there is a teacher who only chose to agree because this relates to how the teacher designs the tasks given to be relevant and effective in helping students learn those four language skills. On the fifth point, regarding the question about TMTBLT burdening teachers psychologically, the results indicate that 1 teacher agreed with the statement while another teacher disagreed. The teacher agreed because they feel they must be more creative and require a lot of preparation before conducting the lessons. However, on the contrary, teachers who chose to disagree feel challenged by the results obtained when successfully implementing TMTBLT correctly. In addition, the TMTBLT statement requires a longer preparation time as teachers posed agreeing questions. Teachers feel that TMTBLT takes quite a lot of time, starting from material preparation, creating task designs, to preparing technology that is appropriate for learning.

In addition, TMTBLT is stated to be very effective in classroom management, teachers feel agree and strongly agree that this method is very effective especially in group activities but it needs to be looked at further regarding the condition of the class being taught. Nevertheless, teachers feel that TBLT materials are more effective when integrated with technology such as videos or presentations because it makes it easier for students to understand the material compared to through texts or books. Technology combined with student assignments also helps to attract students' focus, making students more responsive when learning with technology. In this case, one teacher strongly agreed while another teacher agreed as remembering that teachers have to extra supervise students to avoid distractions from other things on their devices. Lastly, the use of technology encourages students' competence in using technology for learning which is seen as increasingly good. The teachers are very pleased to see the students becoming more skilled in using technology and able to understand the tasks given.

Overall, both in general and in each point on the chart, it states that teachers have a positive attitude towards the implementation of TMTBLT. Teachers realize the significant benefits gained through the application of this method in language learning. Teachers observe that students become more active and participative during lessons, although teachers face challenges, it does not discourage them from showing readiness in implementing TMTBLT to enhance better learning quality.

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

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

2 jawaban

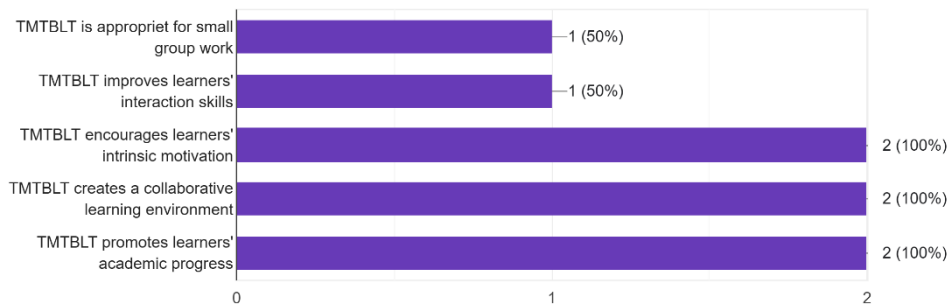


Chart 3.2 The reasons teachers use TMTBLT in the classroom

Chart 3.2 shows that using TMTBLT can build students' learning motivation. It creates a more collaborative learning environment and helps improve students' academic abilities. The tasks assigned when using the TMTBLT method are also considered more meaningful and relevant to real life, such as presentations and role-plays, which are seen as capable of sparking students' curiosity and interest. Furthermore, the use of technology in the learning process is believed to capture students' attention, thereby encouraging them to be more active in language learning. Teachers also mention that this method can be used for small group work as it allows each student to interact, speak, listen, and respond to one another more actively. This TMTBLT is quite helpful in building students' communication skills and also problem-solving abilities, resulting in good outcomes. TMTBLT is also considered to enhance students' social interaction skills as it encourages students to discuss and collaborate actively in completing tasks. Building this social interaction has a positive impact where students become more caring about their surroundings, and students tend to complete tasks well when given time to discuss with other peers. Support for this method is based on the teachers' belief that TMTBLT can create a more interesting, contextual learning atmosphere and directly train students' communication skills.

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

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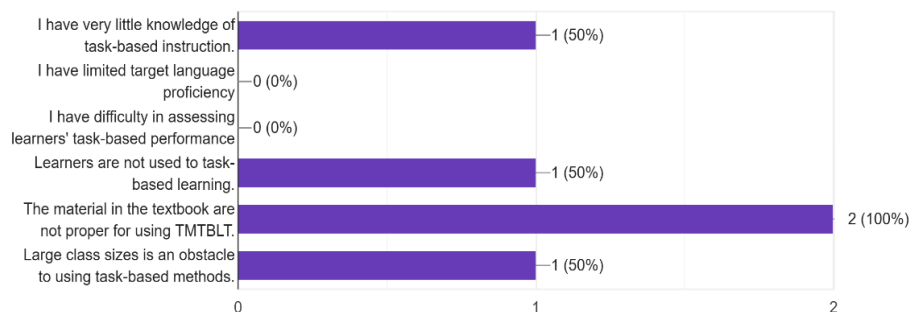


Chart 3.3 The reasons teachers avoid using TMTBLT in the classroom

Based on chart 3.3, it shows that both teachers have strong reasons for avoiding the use of TMTBLT in the classroom. One of the main reasons is that the material in the textbooks used during lessons does not align with the TMTBLT approach. The teachers stated that the textbook materials do not support task-based learning, making it difficult for them to design assignments that are consistent with TMTBLT. The challenges posed by textbooks that cannot be linked to the TMTBLT approach also make it hard for teachers to create collaborative and student-centered learning activities. Additionally, one teacher mentioned that they still have limited knowledge regarding task-based learning. Although that teacher is familiar with this approach, their lack of in-depth understanding significantly hinders their readiness to implement this method in the classroom.

Another reason comes from the students' readiness. The teacher stated that the habit of teaching with traditional methods is quite ingrained in the students, where typically the teacher explains the material and the students listen. This significantly affects because the teacher cannot optimally guide the students to interact and build collaboration independently to complete the assigned tasks. In addition, the large class size poses a serious challenge as the teacher finds it difficult to form study groups and ensure that each student is active in participating in task-based learning activities.

Thus, even though teachers feel that TMTBL is a very effective approach method to be used in language classes because it can build learning motivation, collaboration, and encourage student interaction, there are still various challenges that teachers must face to ensure that this method can work well when used in the process of teaching language in the classroom.

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

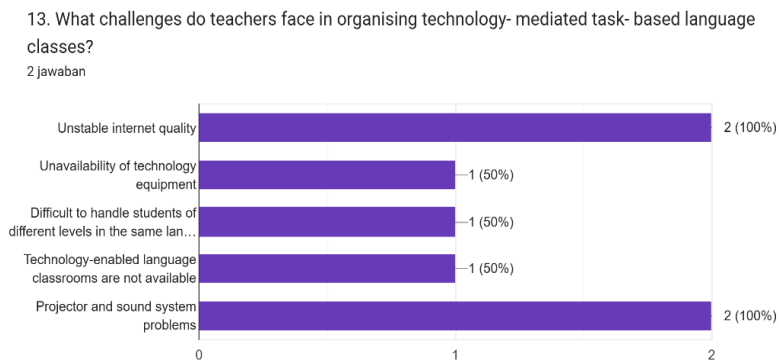


Chart 3.4 Challenges do teachers face in organizing TMTBLT

Chart 3.4 shows that both teachers are aware that the main challenge when using the TMTBLT method is the unstable quality of the internet used at school and issues with the projectors available in the classroom. This indicates that inadequate internet quality and facilities are the main obstacles in implementing this method. TMTBLT is a method that requires a stable internet connection, so when the school's internet does not reach all classrooms, it can be quite challenging for teachers to access videos from online platforms, thus preventing them from maximizing learning with this method. Additionally, the projectors in each classroom are also not functioning properly, which disrupts the presentation activities and the learning activities that the teachers have planned.

Another obstacle is the limitation of the technology equipment available in schools and the varied English proficiency of the students. Teachers state that the differences in students' English abilities pose a challenge in the process of designing assignments that align with the students' capabilities in the classroom. Nevertheless, the teachers provide several recommendations to face the existing challenges, such as suggesting schools to provide stable internet access and equip each classroom with adequate technological facilities. Another suggestion is to enhance teachers' understanding of the TMTBLT methods, which will

maximize teachers' readiness to teach in the classroom. Thus, every challenge faced when using TMTBLT can be effectively addressed, making the learning process more effective.

3.2. Discussion

Based on the results of the data analysis, it was found that both teachers had positive perceptions towards the implementation of TMTBLT in English classes. The teachers realized that TMTBLT has great potential to help create a more collaborative, interactive, and comfortable learning atmosphere for students (Putri 2023). Teachers also feel that TMTBLT can make students more motivated to learn and encourage increased student academic achievement (Afifah et al. 2024). Teachers believe that linking technology with task-based learning enables teachers to design learning activities that are more engaging, contextual and relevant to students' daily lives (Christoforou et al. 2024, smith et al. (2021). This shows that teachers at SMP Negeri 6 Singaraja have a positive perception of the application of TMTBLT which states that TMTBLT is very effective in building students' language skills (Okumura 2024).

However, the positive perception of the teachers still has to face obstacles in its implementation. Teachers stated that the application of TMTBLT puts psychological pressure on them (Yanto et al. 2022). This pressure arises because some teachers still have a minimal understanding of the application of TMTBLT. In addition, teachers are also required to master technology in order to design tasks and learning processes that are relevant to the material to be presented (Ziedler 2016), which is quite difficult for teachers. In addition, teachers must also deal with classroom conditions that are not ideal for using technology when learning (Perez 2023), because the facilities in the classroom are still lacking. The application of technology requires considerable support in terms of facilities so that the designed learning process runs well. The diverse abilities of students due to the size of the class is also a challenge when giving technology-based tasks to ensure all students understand what the teacher means (Ejaz et al. 2024). This states that although TMTBLT has many significant benefits for students in the language classroom, it does not rule out the possibility that this method provides challenges that put enough pressure on teachers in the learning process (Pohan et al. 2016).

Thus, the positive perception of teachers of the TMTBLT matero can be said to be pedagogically positive, because in the field there are still many hands that must be faced by teachers before the learning process. However, this does not dampen the enthusiasm of the teachers, they are still trying to maximize the learning process so that the material provided is maximally transferred to students. Therefore, it needs maximum support such as from schools to provide complete facilities, because TMTBLT is a method that requires stable technology facilities in order to get good results. Teachers also need to be given training that has the right concept and understanding of the TMTBLT method applied in the language classroom.

3.3. Implication

This research aims to find out teachers' perceptions in applying TMTBLT during language learning. The research results show that 7th-grade teachers at SMP Negeri 6 Singaraja have a positive perception of the implementation of TMTBLT in English classes. The teachers believe that TMTBLT can enhance students' communication skills, create a new learning atmosphere, and increase students' motivation to learn new things. However, teachers feel constrained by the availability of technology in schools to support the learning process. Therefore, even though teachers have a positive perception of the implementation of TMTBLT, they still need support from the school to provide adequate facilities according to needs. This states that teachers' perceptions of the application of the TMTBLT method in language classes are positive, but its success depends on the supporting technology provided by the school.

4. Conclusion

The research results indicate that two English teachers in the 7th grade, who were chosen as research samples from SMP Negeri 6 Singaraja, have a positive perception of the implementation of TMTBLT. Both stated that TMTBLT is very suitable for small groups and can enhance natural interactions between students and teachers. The teachers also mentioned that TMTBLT supports a collaborative and contributive learning process for students' academic progress. Although they have a positive perception, there are also some challenges they face when implementing TMTBLT, such as limitations in supporting facilities like projectors

and Wi-Fi networks, which become major obstacles in using technology in the learning process. Furthermore, the teachers have not been able to manage large classes because they cannot ensure that all students participate actively. Nevertheless, overall the teachers showed high enthusiasm and had a sufficient understanding of the principles of TMTBLT implementation. They only require support from the field to maximize the teachers' performance results, making them more effective and efficient.

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