TEACHER'S PERCEPTION ON THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING IN ONLINE LEARNING

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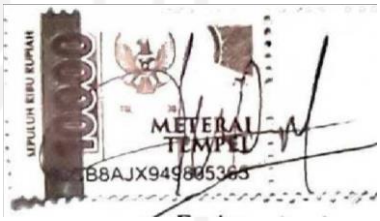
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STATEMENT WORK ORIGINALITY

Honestly, I declare that my thesis is done my own work, so there are no contents that worked by the other people, except the quotation, references and scientific paper should .

Yogyakarta, August 01, 2022

The Writer



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MOTTO

"The place where you made your stand never mattered. Only that you were there… and still on your feet."

(Stephen King)

DEDICATION

I dedicate this thesis to myself, to my parents and to all the people who have supported my struggle so far in completing my thesis. Hopefully this is a good start for me to be able to keep going and achieve my goals in the future.

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Last but not least, I hope this research can be useful for the readers. Amen Ya Rabbal 'Alamin. In addition, this research is still far from perfect and needs a lot of improvement, so suggestions and input are highly appreciated.

TEACHER'S PERCEPTION ON THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING IN ONLINE LEARNING

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ABSTRACT

This study investigates the teacher's perception in implementing Task-Based Language Teaching (TBLT) in online learning in higher education. This study employed descriptive qualitative approach. There was one teacher from English Language Education program contributed as research participant. The instrument of the study was semi-structured interview, adapted from Liu, Y., & Ren, W. (2021). There were 20 questions, divided into 4 sections (teacher's background, teacher familiarity of TBLT, the use of TBLT and teacher implementation of TBLT). The result of this study shows that teacher has positive perspective because the teacher agrees that TBLT is important to provide learning experience. The teacher also enhances TBLT by giving clear instructions, compatibility between materials and assignment, consultation section and evaluation. It implies that TBLT can be one of the alternative strategies to teach English in online learning context.

Keywords : Perception, Education, Distance, Language

CHAPTER 1

Introduction

1.1 Background of the study

TBLT focuses on facilitating learners to understand the language meaning so that they could solve real-life tasks. In addition, according to Wang (2006) task-based language teaching provides learners with a communicative goal whose goal is to create a language learning in the classroom that can approach higher language mastery. Because learning is done naturally. Rad and Jafari (2013) stated that task-based language teaching requires teachers to be able to manage a variety of different tasks and to be able to provide a scaffold to facilitate language learning. In addition, at the same time as foreign language learners, they are also required to be able to recognize these strategies so that they can also get maximum learning outcomes. Meanwhile, Lee (2000) argues that the definition of a task is an activity that in achieving its goal is interaction between students and focuses on the exchange of meaning. In the teaching-learning process that applies a task-based learning design, the teacher provides various kinds of tasks in the form of learning activities to communicate in the target language which are more concerned with meaning than form. These tasks emphasize the achievement of goals, namely communicative goals. Task-based learning plan incorporates six sorts of errands that can be connected (Willis,2004). Among others, Listing, namely by making generalizations to students' conversations in finding answers to their thoughts. second, Ordering

and Sorting, third Comparing, fourth Problem Solving, fifth, Sharing Personal Experiences and lastly Creative Task.

In the context of the application of TBLT in online learning, according to a study conducted by Lestariningsih, Wijayatiningsih, Khasanah, Ayu, and Setiawan (2022) who explained that during the pandemic period all forms of learning experienced a shift, such as from offline. be online. Where the implementation of TBLT has been carried out by researchers in 2017 but has not been modified with online learning and gamification. Moreover, the demand for online integration and digital platform services is a milestone in the Open University Strategic Plan until 2035. In addition, learning media convey lessons between students and teachers in the learning process in creating effective and efficient learning by influencing the conditions and learning environment to facilitate learning. teachers and students in establishing communication and learning communication (Apsari, 2018).

TBLT's position with the development of learning in the midst of a pandemic, of course also leaves its own problems. The transfer of conventional learning systems to online systems is also a problem faced by both teachers and students. Usually, some teachers are not able to keep up with changes with technology-based learning. According to Salwa (2019) various obstacles faced in the application of the Task-Based Language Teaching method in Indonesia, especially in giving assignments during online learning, were because the material was less interesting and lacked explanations, it actually added to the confusion of students in understanding the material. This has an impact on the completion of the task on the questions given. In addition, because learning resources are less

complex and the absence of feedback from the teacher has an impact on the final assessment whose value is less than optimal, even though some students have understood well during online learning.

The implementation of TBLT in the context of online learning has been carried out in several studies including the research conducted by Subrahmanyam, Vellanki, and Bandu (2021) on Engaging Students Online with Technology-Mediated Task-Based Language Teaching. In his research, and in this study using quantitative methods. In his research, describing the research provides a brief background on technology-mediated TBLT and TBLT. It will show how some textbook materials can be used in TBLT to help online learners improve their language skills. And as a result the technology-mediated task-based collaborative approach will prove to be a viable pedagogical framework in improving students' language skills and also building on the benefits of technology-mediated language learning environments.

Furthermore, the implementation of TBLT in online learning has also been carried out by Guo and Möllering (2016) in his research on The implementation of task-based teaching in an online Chinese class through web conferencing. In his research, which aims to explore TBLT in an online beginner Chinese language unit based on web conferencing and its effect on the way participants interpret and its results on the implementation of the TBLT method, tasks designed in a web conferencing environment can provide opportunities for students to modify their interactions when language breakdown occurs in conversation

Although the implementation of TBLT has grown worldwide, the concept of applying TBLT to online English learning in Asian countries is still quite limited, especially in Indonesia. So that the purpose of this research is to examine the perception of teachers in implementing TBLT in online learning in universities in the Indonesian context, which is the main thing in the teacher's perception who mostly only explore the advantages or benefits of Task Based Language Teaching theoretically. Therefore, TBLT method is offered where students are required to understand the meaning of language so that they can complete their tasks in real life. Nunan (2004) states that pedagogic assignments are one of class work that involves students in understanding, manipulating, producing or interacting with the target language which focuses on grammatical exploration to convey meaning. Meanwhile, the task itself requires students to have a level of understanding of the material, the ability to solve problems and require the complete completion of the task. Therefore, in addition to the practice given in a course in helping to understand the material, the role of students must also be able to combine these abilities. In the implementation of TBLT in online learning, it is expected to facilitate students as well as face-to-face learning. In task-based language teaching in the midst of online learning conditions, students also get additional material outside the Main Textbook and can communicate between fellow teachers. In addition, the teacher will also be able to carry out his duties in providing assessment, direction, and feedback on the answers and results of student assignments.

1.2 Identification of the problem

According to Baralt and Gómez (2017) stated that the challenge faced by teachers in the Task-Based Language Teaching method is that tasks are not carried out online as teachers do in face-to-face classes in general. Although not much research has been done on the implementation of Task Based Language Teaching in Indonesia, some problems include the problems faced in the implementation of Task Based Language Teaching, especially in learning.

1.3 Formulation of The Problem

What are the teacher's perceptions at the English education study program regarding the implementation of Task-Based Language Teaching in English Online Classroom?

1.4 Objective of The Study

This study aims to investigating the English teacher's perception, by exploring the perceived benefits and challenges, about designing, developing and implementing a task-based language teaching in Indonesian context of online learning

1.5 Significance of the Study

The results of this study can give knowledge toward the implementation of Task-Based Language Teaching for online learning context. Besides, this study helps to contribute to the department's lectures in enhancing TBLT practices during the implementation in their teaching process. This study TBLT aims to give

students the opportunity and language to be able to communicate more effectively in everyday life. With TBLT students will complete specific assignments involving 'real world' situations that can prepare for natural communication outside the classroom.

CHAPTER 2

Literature Review

2.1 Task Based Language Teaching in Online Learning.

Due to the pandemic situation, there has been a shift in the language learning process. The process of changing from offline to online, where lecturers and students must be more active and involved in the learning process. According to Ellis (2003) stated that Task-Based Language Teaching is an approach to language teaching that requires students to be involved in the authentic use of the target language by providing opportunities for students through the tasks given. Wang (2006), as cited in Rad and Jafari (2013) Task-based language teaching can make language learning in the classroom closer to natural learning and can achieve a higher average increase in language acquisition because the method provides a communicative goal to the learner. Ellis (2017) states task-supported language teaching on the other hand is just like assigning based assignments to traditional successful teaching/approach. assignments in task-supported language teaching are usually to test students based on items on the syllabus and are usually applied to practice from traditional Present-Practice-Produce (PPP) methodologies. As a fundamental component of Task-Based Language Teaching, assignments provide the main focus in learning and demand the use of language in the same way that language is applied in the classroom. In their learning, students will learn the language and be able to improve their skills while learning to complete tasks that

motivate them in an effort to improve existing language resources. In addition, Richard and Rogers (2001) also stated that the teaching of Task-Based Language Teaching refers to the task-based method as the main thing at the core of planning and teaching language learning. The implementation of Task-Based Language Teaching is generally set into several proposals as follows: 1.) TBLT is an activity that involves real communication. 2.) Task-Based Language Teaching is an approach in which language is applied as a way of carrying out meaningful tasks and encouraging learning. 3.) Task-Based Language Teaching uses meaningful language to support the learning process. Delisle (2009) states that task-based language learning can encourage learning activities and efforts to improve the quality of education. With a variety of task-based learning methods, teachers raise higher standards and greater achievement.

In Indonesia, during the continuation of learning activities in the midst of the pandemic, most educational institutions carry out learning that is carried out online, face-to-face and both or hybrid. Hybrid learning in Indonesia is almost the same as applying learning in other countries, namely combining online learning and face-to-face learning. According to Garrison and Kanuka (2004) hybrid learning is a real opportunity in creating practical learning experiences by applying appropriate learning. Therefore, TBLT in the Indonesian context can be used as an effective method in hybrid learning, especially online learning. TBLT focuses on facilitating learners to understand the meaning of language so that they can complete real-life tasks. In addition, according to Wang (2006) task-based language teaching provides learners with communicative goals whose goal is to create language learning in the

classroom that can approach higher language acquisition. Because learning is done naturally. Rad and Jafari (2013) stated that task-based language teaching requires teachers to be able to manage a variety of different tasks and be able to provide scaffolding to facilitate language learning. In addition, as a foreign language learner, you are also required to be able to recognize these strategies so that you can also get maximum learning outcomes. Meanwhile, Lee (2000) argues that the definition of a task is an activity which in achieving its goal is interaction between students and focuses on the exchange of meaning. In the teaching and learning process that applies task-based learning design, the teacher gives various kinds of tasks in the form of learning activities to communicate in the target language which is more concerned with meaning than form. These tasks emphasize the achievement of goals, namely communicative goals.

According to Carless (2003) in the implementation of TBLT in Indonesia, there are five conditions that must be considered in carrying out tasks in the school environment. These are large class sizes, small classrooms, lack of adequate resources, teachers who are unfamiliar with task-based methodologies and teachers with limited resources. several factors in the implementation of TBLT in Indonesia, namely attitudes, understanding, textbook time, preparation and student abilities. Ellis (2006) also states that there are two types of task-based method procedures in teaching. The first is how the tasks in the task-based syllabus can be applied to actual lessons. And the second is how the participation of teachers and students in learning. Based on Mulyasa's (2015) statement following a predetermined theme, the role of the teacher must be able to create effective and meaningful learning; set

instructions; determine the instructional approach and build character and competence

Rider (2007) states that the task-based language learning method (TBLT) can guide students to be able to communicate directly. In learning, task-based language learning requires students to use whatever vocabulary and grammar they understand. It aims to provide opportunities for students to try to practice the language they know and this TBLT method also provides space for students to pay attention and take advantage based on communication between others and this is expected to increase students' confidence levels. Then next is automation. The TBLT method is considered to be more efficient, accurate, and more stable. In his research, automation requires students to be able to use language rules creatively in second language learning.

2.2 Review On Relevant Studies

The first research was conducted by Lai et al (2011). Regarding Task-Based Language Teaching in Online Ab Initio Foreign Language Classrooms. The research method was carried out qualitatively and the aim of this study was to investigate the implementation of the TBLT syllabus in an online Chinese ab initio foreign language course for one semester. Surveys and interviews with students and instructors revealed that students reacted positively to the online TBLT experience, and an analysis of student performance at the end of the semester indicated that this pedagogy produced good learning outcomes. The study also identified some of the challenges and advantages of the online context for TBLT. And the results of this

study showed that the perceptions among all teachers and students about their TBLT experience and students' oral language performance at the end of the semester showed that the majority of students and teachers in online ab initio Chinese classes reacted positively to TBLT.

Subsequent research was carried out by Kusnawati (2014) regarding the use of the Task-Based Leaning method in improving the writing skills of students majoring in French at Yogyakarta State University. This study aims to improve students' writing skills through the use of Task-Based Learning in teaching the Expression Ecrite IV course. The target of the research is 15 students who participate in learning in the Expression Ecrite IV course. Data collection in this study used 3 types, namely in the form of tests, observations and questionnaires. Data from observations and questionnaires were interpreted qualitatively, while data from students' writing abilities were interpreted quantitatively. The results of this study indicate that the use of the Task-Based Learning method shows an increase in students' writing skills. These results can be seen from the students' understanding and mastery of the material which is better than before.

The next research was conducted by Bao and Du (2015) on nine participants (eight women and one man). In his research, namely regarding the Implementation of task-based language teaching in Chinese as a foreign language: benefits and challenges, the method in this research is Qualitative Analysis and data were collected through interviews. The results of this study were adjusted to three research questions including benefits of TBLT, challenges arising during TBLT, and improvements for TBLT in CFL class in Danish settings. Based on the results

obtained regarding the benefits of TBLT, this study shows that TBLT increases student participation, creates more opportunities for speaking and enhances learners' enjoyment. Meanwhile, the Challenges from TBLT shows that students experience a lack of pronunciation practice and lack of sufficient instructional time support because the lecturer provides material instructions that are too fast and students do not understand it because all notes from the lecturer have been deleted. And the last one regarding Improvements for TBLT in this research shows that in the implementation of TBLT one must highlight the combination of the teacher-fronted instruction and TBLT because although students value the autonomy of learning in TBLT, they are all aware of the need for teacher-led teaching.

Subsequent research was carried out by Tusino, Faridi, Saleh, and Fitriati, (2020) regarding Student Engagement in Hybrid Task-Based Language Teaching in EFL Writing Class. The data was processed through qualitative descriptive analysis. The target of this research is 26 undergraduate programs majoring in English. The results of this study showed that most of the participants (67%) indicated that they could have good academic engagement such as always focusing on the task, but some of them (33%) were distracted by technology while learning to write using the hybrid TBLT. However, most of the students did not perform well for task completion. This shows that the hybrid TBLT cannot improve students' writing performance, but facilitates task completion due to technological assistance. This technology makes students not need to meet directly with the teacher, but they can turn in their assignments anywhere and anytime. Most participants (87%) exhibited positive behavioral engagement when they were asked to practice writing

using the hybrid TBLT. Students are active during face-to-face and online class discussions. The use of private comments used as teacher feedback in Google Classroom motivates them to engage in the writing phase. However, they feel unmotivated to practice writing without the teacher's monitor in class.

Subsequent research was conducted by Pham and Nguyen (2018) on sixty eight university teachers in the Mekong Delta. This study uses a method of combining quantitative and qualitative approaches. These findings reveal teachers' positive perceptions and understandings of task-based language teaching (TBLT). Implications for the practical application of TBLT are also presented. The results of this study are discussed in relation to research questions, namely How do EFL teachers perceive TBLT and What are the reasons for EFL teachers' choice, or avoidance of TBLT in their classroom practices. And shows the results that teachers have a positive perception about the implementation of TBLT. However, students' ignorance in using assignments was the biggest obstacle in the process of participants implementing TBLT. With respect to the teacher's role and classroom setting, it can be concluded that the participating teachers preferred to use assignments interactively rather than one-way. While some of the participating teachers decided to implement TBLT to encourage students' intrinsic motivation, to enhance interactive learning strategies, and to create collaborative learning environments, others were hesitant to integrate assignments because students were not accustomed to using assignments, large class sizes with mixed-level students. , and unsuitable materials. Participating teachers also suggested the following solutions to the problem of attendance of students with multiple ability levels in

each class. Teachers can organize students into groups that consist not only of high achievers but also low achievers. In addition, EFL teachers may have to take time to thoroughly prepare assignments to ensure that assignments can be used appropriately to meet students' abilities and interests.

2.3 Conceptual Framework

Based on the theory that includes the teacher's perception of the implementation of Task Based Language Teaching in this study using the theory from Liu and Ren (2021) which explains that there are four aspects that influence the teacher's perception research including Teacher's Background Information, Teacher's Familiarity to TBLT, Use of TBLT in learning and Teacher Implementation of TBLT.

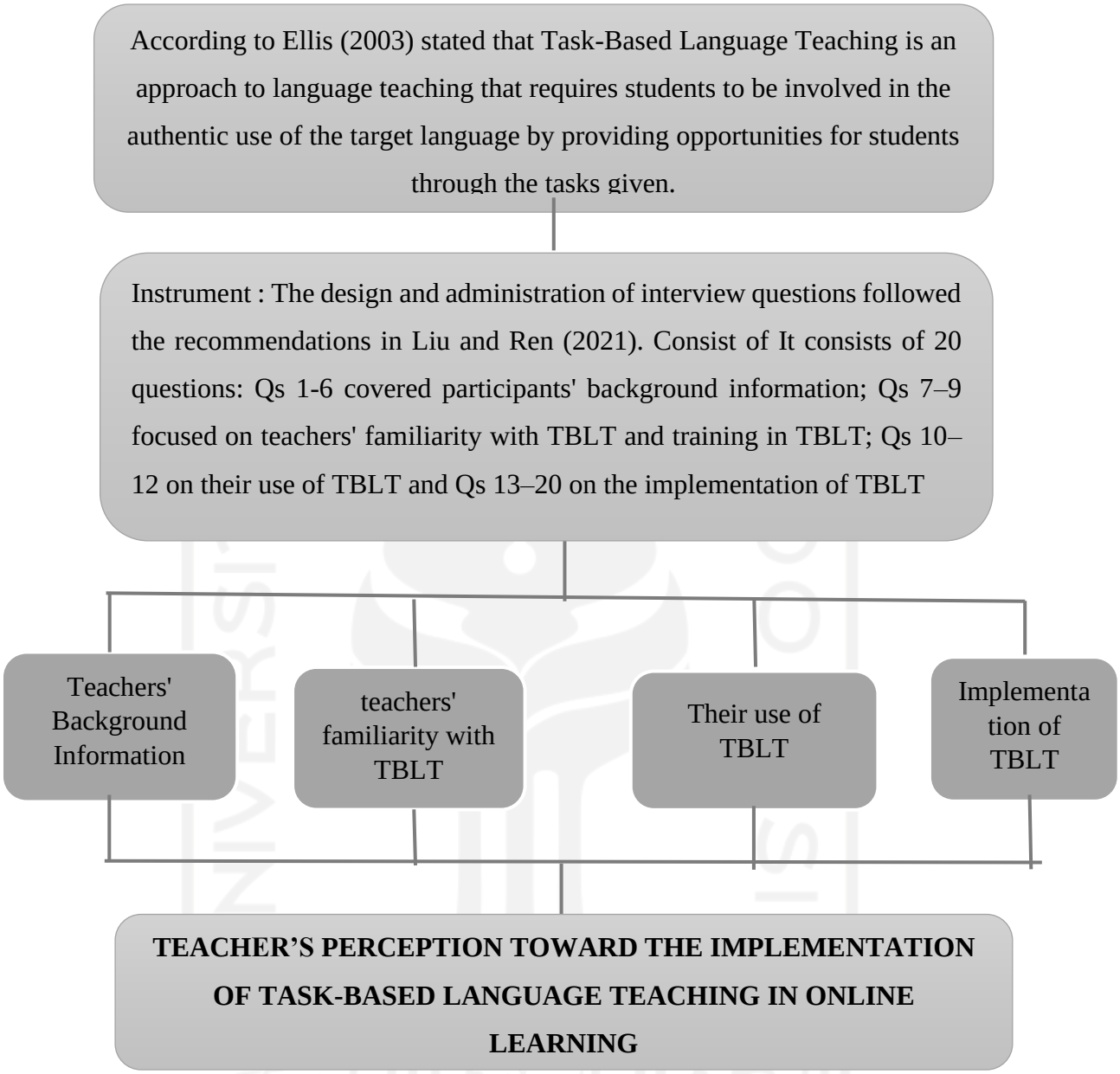


Figure 1. Conceptual Framework

CHAPTER 3

Research Design

3.1 Research Design

This study employs descriptive qualitative design which produces descriptive data in the written form from the respondents. In this study using semi-structured interviews and the adoption of interview questions taken from Liu and Ren (2021). Miles, Huberman, and Saldana (2014) state that in qualitative research, researcher tries to capture data on the perceptions of the local participants from the inside through a process of deep attentiveness of emphatic understanding and suspending or bracketing preconceptions about the topic under-discuss. Similarly, Ary, Jacobs, Sorensen, and Razavieh (2010) agree that qualitative is an approach to study on how people make sense of or interpret their experience. It is believed that qualitative research involves the studies used and collection of a variety of empirical materials.

3.2 Setting and Participant

In this study, the researcher involved 1 lecturer from a private university in Yogyakarta who had experience in teaching English learning online and had applied the Task-Based Language Teaching method in online language learning. The participants in this study were lecturers in the Department of English Education who had applied the Task-Based Language Teaching method. The research objectives and procedures are described in the online notification, and the consent form approved by the lecturer.

semi-structured interview was used in this study because it was deemed appropriate to the purpose of this study to determine the teacher's perception of the implementation of TBLT. According to While and Barriball (1994) a semi-structured interview "…suited for the exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues and enable probing for more information and clarification of answers".

3.3 Research Instrument

In this study, researcher used semi-structured interviews to find out lecturers' perceptions regarding the implementation of Task-Based Language Teaching in the online class of the English Education Study Program at the Islamic University of Indonesia. The original interview question design and administration was based on Dornyei (2007) but in this study employed the version from Liu and Ren (2021). In this case, Liu and Ren (2021) took and modified several questions that might be taken from the original questionnaire from Dornyei (2007) which contained 16 questions, then Liu and Ren (2021) modified it to 20 questions for the interview session. From Liu and Ren (2021) questions, it consists of 20 questions: Qs 1-6 covered participants' background information; Qs 7–9 focused on teachers' familiarity with TBLT and training in TBLT; Qs 10–12 on their use of TBLT and Qs 13–20 on the implementation of TBLT. However, in this study, the researcher also modified the questions from Liu and Ren (2021) The researcher only outlines questions about the implementation of TBLT in online language learning. At the interview stage, it is conduct to investigate teacher perceptions regarding the implementation of TBLT (task-based language teaching) by teachers in

universities. However, in this study, researchers focused more on teachers' perceptions of the implementation of TBLT in online English learning.

Part 1 Teacher's Background Information & Teaching experience:

1. How many years of English teaching experience do you have?
2. Are you teaching English for English Majors or Non-English Majors?
3. What do you think is your role in class?
4. What do you expect the student to accomplish?

Part 2 Teacher's familiarity with TBLT and training in TBLT

5. Tell me about your familiarity with the TBLT method in online language learning ?

Part 3. The use of TBLT

6. Approximately, how often do you use TBLT especially during online teaching and learning activities?
7. What is the challenges when using the TBLT method in online language learning?

Part 4 The implementation of TBLT

8. What are the reasons you decided to apply or avoid TBLT?
9. In giving online teaching, what activities do you often do in class by applying the TBLT method? How is the result? Which activities do you find effective/ineffective in class? Which do you find difficult to do?
10. Do you think that the implementation of the TBLT method that you are using is successful in the class? If yes/no, why?

11. Some teachers argue that students' high standards of English are essential for effective TBLT implementation. Do you agree? Why?
12. Several teachers mentioned the renewal of exams for effective TBLT implementation. What do you think?
13. What do you think of the teaching materials you are using for TBLT classes?
14. What are your comments and reflections on aspects of TBLT implementation in the English Education Study Program at the Islamic University of Indonesia ?

3.4 Data Analysis

To analyze the data obtained from interviews used thematic analysis. The data is coded and then grouped into themes. According to Vaismoradi (2016) thematic analysis research is carried out with the aim of describing how they have analyzed and abstracted themes during data analysis in addition to stating that they have been developed through reading and exploring the data. The researcher chose lecturers in the English language education study program at the Islamic University of Indonesia. based on the consideration that the lecturer still has an active teaching status. The lecturers who participated in this study were people whose classes implemented task-based learning in the classroom.

According to Vaismoradi (2016) each phase consists of several stages described in the development, including the Initialization phase. At this stage the data analysis material consists of all kinds of data which will later be converted into a textual format consisting of interview transcripts, participant observation field

notes, journals, documents, literature, artifacts, photos, videos, websites, email correspondence, and other. Then the Coding stage as a data reduction process is an element of data organization by starting coding with a specific focus, namely on the teacher's perception or a narrower definition blocking code that distinguishes or obscures the ability to recognize themes. Then the Construction phase Briefly, in this data analysis phase, the researcher reflects on the process of organizing the codes and comparing them in terms of similarities and differences to establish a place for each code group in relation to the research question. And the final stage is Finalization by developing the story line.

3.4.1 Coding and Thematizing

In this study, in the coding and thematizing section, I categorize all the data that has been collected based on the results of interviews with participants regarding teachers' perceptions of TBLT implementation. Here I only use the big theme according to the four aspects related to teacher perceptions in TBLT implementation. Themes and sub-themes can be seen in the Table 1.1

Table 1. 1 Sample of theme and coding

THEME	CODING
TBLT provides students with experiences	E
TBLT gives instructions for assigned tasks	I
TBLT has relevance between the information given in class and the assignments given.	R
TBLT provides consultation sessions to provide direct feedback to students.	C
TBLT provides an evaluation session on the results of the assigned tasks	ES

In addition, in the thematic section, I explain the meaning of the 4 existing aspects based on data taken from previous interviews, as can be seen in Table 1.2.

Table 1. 2 Sample of coding and its meaning

CODING	MEANING
I/E/13	For theme E, data was collected from the fourth domain of the interview question which focus on implementing TBLT. The implementation of TBLT includes information about teachers' perceptions of the implementation of the TBLT method
I/I/13	Theme I or instruction is the data from the fourth domain which discuss that TBLT must provide clear instructions for the assigned tasks.
I/R/19	For theme R or relevance is the data collected from the third domain which discusses that the TBLT must provide the relevance of the information provided to the task
I/C/ 20	Theme C is from fourth domain which explore about implementation of TBLT and discussed that TBLT should have a consultation session for the final results of the task
I/ES/18	And the last one for the ES theme, which is about the evaluation session which also explains that TBLT must have an evaluation session on the final results of the task

3.5 Trustworthiness

This study used four criteria of trustworthiness from Lincoln and Guba (1985), consist of Credibility, Transferability, Dependability and Confirmability. In the process of credibility, the result has been consulted with supervisor to answer the validity of the data based on truth. Meanwhile Transferability process make sure that the findings of this study can be applied in another context. In addition, Dependability presents all data from coding and thematizing. The last process is Confirmability which indicates the interpretation and findings are from the participant's personal experience.

CHAPTER 4

Findings and Discussion

This chapter discusses the research findings followed by discussion related to the findings. The discussion also highlights previous studies as confirmation of similar or different results.

4.1. Findings

The findings of this study focus on teacher's perception in the implementation of Task-Based Language Teaching during online learning. Based on the result, teacher has positive perception toward Task-Based Language teaching (TBLT). Teachers have an awareness of the importance of TBLT. TBLT is considered very suitable for the environment in learning English. Where the teacher will give assignments to students so that they can be more effective in using language. He states that TBLT should provide experience for students to be able to use target language. In addition, he also points that it is important to provide instruction or guideline as needed. In terms of material, there must be relevance between the information given in class and the assignments given To support students' learning, it is essential to add consultation session to give immediate feedbacks to students. The last important aspect is an evaluation of the results of the tasks to monitor students' achievement.

However, teacher find several obstacles while doing the TBLT. The first challenge is the minimum amount of interaction. During online classroom, teacher cannot directly monitor students, so the interactions are limited. As the result, it is

hard to monitor student improvement. The second challenge is the delayed feedback. Students usually collect their assignment in asynchronous form, which means they have to wait for feedback given by the teacher. As the result, students might forget about their feedback due to delayed delivery of the feedback by teacher.

Moreover, the teacher never attends training about TBLT. Although, the teacher has approximately 4 years of teaching experience in both English and non-English majors, he still exploring the effective strategies to implementing TBLT.

4.1.1 Teacher perceptions

The following are the findings generated about the teacher's perception of the implementation of Task-Based Language Teaching in this study, which include that TBLT must provide experience to students, provide instructions/guidelines, the relevance of information with the tasks given, consultation sessions and the last evaluation.

4.1.1.1 TBLT must provide experience for students to be able to use the target language.

Based on the results of interviews from the teacher's own perception, in the implementation of Task-Based Language Teaching, students not only get information about language but they also have to gain experience in using the language itself. In addition, Task-Based Language Teaching is a projective activity. In his interview he revealed,

“The reason for implementing it myself, because one, it is based on a projective basis. Where students are required to complete certain tasks and this is in

accordance with language learning, where students not only get information about the language but they also have to gain experience using the language itself". (Interview/E/13).

4.1.1.2 TBLT should provide instructions or guidelines as needed.

Then, based on the results of interviews from this study, on the concept of the teacher's role in the classroom the teacher said that in the application of Task-Based Language Teaching, in completing assignments, students needed to get an appropriate guide, instruction or guideline. Because in the absence of instructions or guidelines students will not be able to achieve the right target language. The teacher also revealed that

"Because as we know that English still needs to be shown, yes, what things need to be learned. So if you are left to study independently, it is likely that students will find difficulties in the sense that they will be confused about where to start. For example, if there is a teacher in the class, they will get clearer instructions or guidelines. So the task of this teacher is to provide guidelines for language learning that are more targeted and according to needs". (Interview/I/13).

4.1.1.3 TBLT must have relevance between the information given in class and the assignments given.

Furthermore, based on the results of teacher interviews, it was revealed that in the implementation of Task-Based Language Teaching, the similarity of information on the material with the tasks given must have relevance. In the interview the teacher also said that he tried to adjust all the material in the courses he taught so that language learning could be right on target. In the interview the teacher said,

"I tried to match the courses given at that time. Suppose I ask the student to be able to use a good argument. So relevance is very important, yes, between the information given in class and the assignments given so that students perform optimally and accurately". (Interview/R/19).

4.1.1.4 TBLT needs a consultation session to provide direct feedback to students.

Then from the results of interviews in this study the teacher said that in implementing TBLT the teacher could avoid some activities that put forward the task because it was quite complicated and later students would have difficulty. However, this can be avoided by having clear instructions and by having a consultation session. In his interview he said,

"Or maybe a consultation session is allocated or maybe time for giving instructions in real time, so there is a question and answer process between the teacher and students. So students can understand the instructions well". (Interview/C/20).

4.1.1.5 TBLT needs an evaluation session

In the concept of updating the test for effective implementation of TBLT the teacher said that it was indeed necessary but if it was said whether it could be effective, the teacher still had doubts. In this case the teacher also said that updating the exam for effective implementation would be necessary if possible evaluation of the final results of the assignment.

"Maybe it's necessary. If it's effective, I don't know. But I think this is necessary in the sense that we are evaluating the final results of the assignments that have been done by students". (Interview/ES/18).

In addition, from the results of interviews with teachers, regarding the challenges that are in line with existing provisions in the implementation of TBLT, including lack of direct monitoring of students, as a result teachers find it difficult to see

student progress and students themselves cannot be sure whether they can improve the results of assignments from the feedback provided. In the interview the teacher said,

"The difficulty is that we can't monitor it directly, And we also cannot guarantee that the student will improve according to the feedback given. I think that's the difficulty". (Interview/I/16)

Then, the constraints on providing feedback to students with the given task. The teacher revealed that due to the absence of direct monitoring, the feedback given to students was also delayed.

4.2 Research Discussion

The research finding reveals that TBLT must provide experiences, instruction or guidelines, relevans between the information and assignments, consutation session and evaluation. The findings are in line with Kusnawati (2014). In her study, she conducted Task-Based Learning in teaching the Expression Ecrite IV course by providing guidelines. The result shows that TBLT can increase students' writing skills. In addition, Pham and Nguyen (2018) also state that the teacher must prepare and provide guidance to students so that language learning. EFL teachers may have to take the time to prepare assignments thoroughly to ensure that assignments can be used according to their abilities and interests. student.

However some previous studies highlight differences, for example: a research conducted by Bao and Du (2015) shows that TBLT must provide fun activity to improve students' participations and opportunities to practice the target languages. Bao and Du (2015) also add that the challenges in implementing TBLT is that students do not understand the material instructions because the teaching

given by the lecturer is too fast. In addition, the implementation of TBLT must also highlight the combination of teacher-fronted instruction and TBLT.

Finally, based on the research results of Tusino et al (2020)it shows that Task Based Language Teaching in hybrid learning in the EFL Writing Class has an effect on students. Namely, most students are involved in academic activities because they always focus on the assigned tasks without involvement/consultation from lecturers but are helped by existing technology. Because technology is considered to be able to help students and the role of the teacher will later provide feedback through personal comments on the learning platform. The impact here is that students can still be active during online and face-to-face learning, but students are still less motivated in learning, especially in practicing writing. So that the results of the study are also different from this study where based on the perceptions of participants in this study said that in the implementation of TBLT, involvement between teachers and students is very important, for example providing consultations or question and answer sessions so that students can get real-time instruction.

CHAPTER 5

Conclusion & Recommendation

5.1 Conclusion

The purpose of this study was to determine the perception of English teachers about the application of Task Based Language Teaching in online English learning in the Indonesian context. This study used a qualitative descriptive design and used semi-structured interviews. The participant in this research is one of the lecturers of the English Education Study Program. This research instrument uses the version of Liu and Ren, W. (2021). The results of this study indicate that from the teacher's point of view in implementing the Task Based Language Teaching learning model there must be five aspects that need to be considered in its application. The results of this study also stated that participants had a positive perception of Task Based Language Teaching in language learning.

5.2 Recommendation

Regarding the results of this study, some suggestions are given for further research. Because the scope of this study is small, that only involves one person as a participant. Therefore, further research is recommended to conduct research on the contrary and it is recommended to increase the number of participants to get a wider coverage of the implementation of Task-Based Language Teaching.

As a result of the effective implementation of Task-Based Language Teaching, teachers may have to be encouraged to attend various trainings on TBLT implementation. Because most teachers in Indonesia are considered not to have studied the Task-Based Language Teaching method approach, teachers should be

given the opportunity to be educated or trained in areas related to task-based planning, implementation and evaluation.

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APPENDICES

Appendix 1 Interview Transcript

Teacher's Background Information & Teaching experience		**Themes**
I : How many years of English teaching experience do you have?	R : I've been teaching since college, but maybe it can be categorized as an informal experience, because I only work as a freelance private teacher and that includes teaching. But I have also been at a tutoring institution in 2017, I taught at a tutoring center where the environment has started to become formal. Then if you teach officially / in a formal environment, it has been since 2019. So if you count from 2019 until now, it's been around 4 years.	TB
I : Are you teaching English for English Majors or Non-English Majors?	R : I happen to be both of them, teaching English in the English department and teaching English in the Non-English department.	TB
I : What do you think is your role in class?	R : In addition to the learning designer, yes, also as a source of information from the courses or lessons given. Because as we know that English still needs to be shown, yes, what things need to be learned. So if you are left to study independently, it is likely that students will find difficulties in the sense that they will be confused about where to start. For example, if there is a teacher in the class, they will get clearer instructions or guidelines. So the task of this	IOT

	teacher is to provide guidelines for language learning that are more targeted and according to needs.	
I : What do you expect the student to accomplish?	R : For the final achievement itself, the student is expected to be able to use language. But maybe this is a difficult thing because English is a foreign language in Indonesia. So maybe I'll lower it in the sense that maybe knowing or being familiar with a few words or sentences is enough.	
Teacher's familiarity with TBLT and training in TBLT		**Themes**
I : Are you familiar with TBLT?	R : Not quite familiar. Because I've only studied it briefly, in the sense that it's not too deep	TF
I : Have you had any training in TBLT?	R : I have never attended TBLT training	TF
I : Are you interested in getting some training on TBLT?	R : I am interested in participating in or getting TBLT training because I think Task-Based Language Teaching is in accordance with the environment we have here in learning English. Where we give assignments to students so that they are more active in using the language itself. And it will also be better if the learning is student centered. And TBLT is a student centered learning. So students will play an active role in seeking knowledge and applying the knowledge itself	IOT
The use of TBLT		**Themes**
I : Have you ever used TBLT in your	R : I think I have applied or used TBLT especially in online teaching.	IOT

teaching especially in online learning ?		
I : Approximately, how often do you use TBLT especially during online teaching and learning activities?	R : How often, maybe not too often, because in the assignment, there are also limits. But giving this assignment, TBLT feels very suitable for the current situation where distance learning is right, so as much as possible I give assignments and give students the opportunity to apply the language they are learning. Not too often but it seems that in giving assignments it is always in the form of TBLT.	IOT
I : Are you still using TBLT in your teaching?	R : I think so, because in the situation that hasn't changed, it's still online learning even though some lessons are offline, but because TBLT is also like a kind of project. And where I teach, projective is highly recommended. Where the student learns independently by completing certain assignments or projects.	IOT, TUT
The implementation of TBLT		**Themes**
I : What are the reasons you decided to apply or avoid TBLT?	R : The reason for implementing it myself, because one, it is based on a projective basis. Where students are required to complete certain tasks and this is in accordance with language learning, where students not only get information about the language but they also have to gain experience using the language itself. TBLT is considered appropriate because it can give students the experience to use the language they have learned. Why avoid it, maybe because it feels	, IOT TUT

	quite complicated, in the sense that maybe some students will have difficulties. But this can also be avoided provided that the teacher gives clear instructions. So students can carry out the given task or project given well. Or maybe a consultation session is allocated or maybe time for giving instructions in real time, so there is a question and answer process between the teacher and students. So students can understand the instructions well.	
I : Are you still using TBLT in your teaching ?	R :	
I : In giving online teaching, what activities do you often do in class by applying the TBLT method? How is the result? Which activities do you find effective/ineffective in class? Which do you find difficult to do?	R : Maybe I will mention one class, the academic speaking class. Where I gave assignments and the students had discussions with their classmates in small groups. In this discussion task, students are required to use English such as expressing opinions, conveying arguments. I often give this to the speaking class, especially in the academic speaking class. I think the result is quite appropriate because students get the opportunity to use the language itself in discussions. To apply the learning/lessons learned in the classroom. I think this is also quite effective because it provides experience and time to apply the English that has been learned. The difficulty is that we can't monitor it directly, so the feedback won't be real time or direct. The feedback may be a bit delayed because students have to submit the	TUT IOT

	assignment first and then they will get the feedback. So from the feedback given, new students can evaluate the performance they have given. And we also cannot guarantee that the student will improve according to the feedback given. I think that's the difficulty. There should be a follow-up task to review whether students have improved their abilities or not.	
I : Do you think that the implementation of the TBLT method that you are using is successful in the class? Are there challenges to implementing TBLT in your classroom? If yes/no, why ?	R : I think it is successful in the sense that the task I give it can be done well by the students. So the results collected are also in accordance with what was instructed. I think that has shown a success. For their own abilities, for example, in the speaking class, they are successful in the sense that students get the opportunity to apply the knowledge they have learned in class. For example, in providing arguments or perhaps compiling certain arguments, I think that is quite successful. The challenge is maybe earlier, the feedback given is not real time (delay). So maybe there are some students who can forget the feedback given or may not pay attention at all. Because the feedback given is through Google Classroom comments. In carrying out this TBLT, I used the Google Classroom media as an intermediary. So there is monitoring of myself, assignments are collected from google classroom, I can also give instructions through google classroom and I give feedback through google classroom..	IOT

I : Some teachers argue that students' high standards of English are essential for effective TBLT implementation. Do you agree? Why?	R : In my opinion, I do not agree. Because it is noted that the students have been given instructions beforehand, they have been given the information they need to carry out the task themselves. So there's no need for high abilities, as long as they know what they need to do that's enough. Because the goal is experience, right, to perform what they have already learned in the classroom. As long as they perform their information that they learn in the classroom, that will be okay. The students do not need to have high quality of English. As long as they know what they should do.	IOT
I : Several teachers mentioned the renewal of exams for effective TBLT implementation. What do you think?	R: Maybe it's necessary. If it's effective, I don't know. But I think this is necessary in the sense that, in evaluating the final results of the assignments that have been done by students. So maybe the results of this exam can be collected as an assessment to measure how far the progress of students. Assessment that can be used to monitor student progress from time to time. Maybe it's necessary there, yes, but for effectiveness I can't really say whether it's been effective or not. Because this is also from the teacher who implements it, for example, if the teacher uses the information he got from the exam well, then it can be effective. But if, for example, the teacher is unable to use the information effectively or well, to monitor progress, it's the same, isn't it?	IOT

I : What do you think of the teaching materials you are using for TBLT classes?	R : I tried to match the courses given at that time. Suppose I ask the student to be able to use a good argument. Of course I will provide information on how to make a good argument, how to find information to make a good argument. In the sense of using information that has been determined to be used as a good argument. So relevance is very important, yes, between the information given in class and the assignments given so that students perform optimally and accurately.	IOT
I : What are your comments and reflections on aspects of TBLT implementation in the English Education Study Program at the Islamic University of Indonesia ?	R : I think if I pay attention, the majority of teachers at PBI have applied TBLT and because this is also a teaching that is highly recommended by the study program, through projects I think this is also good. Then if I look at the students, I think the students are very enthusiastic in doing the assignments. Then if there are difficulties, yes, yes, but if I pay attention, in the end, students are able to work on and collect the projects that have been given. Then in giving the assignment itself, the teacher does not necessarily allow the student to do the assignment alone. But the teacher still monitors the teaching or work of each student. Sometimes even giving time outside of class for consultation sessions so that the achievement of this task can be more successful	IOT