

THESIS

TEACHERS' AND STUDENTS' PERCEPTION OF ONLINE TASK-BASED LANGUAGE TEACHING (OTBLT) IN SENIOR HIGH SCHOOLS OF PAREPARE



By

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**ENGLISH EDUCATION POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN) PAREPARE**

TAHUN 2022

**TEACHERS' AND STUDENTS' PERCEPTION OF ONLINE TASK-
BASED LANGUAGE TEACHING (OTBLT) IN
SENIOR HIGH SCHOOLS OF PAREPARE**



A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master of
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PENGESAHAN KOMISI PENGUJI

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Alhamdulillahilāhi rabbil 'alamīn

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The writer,



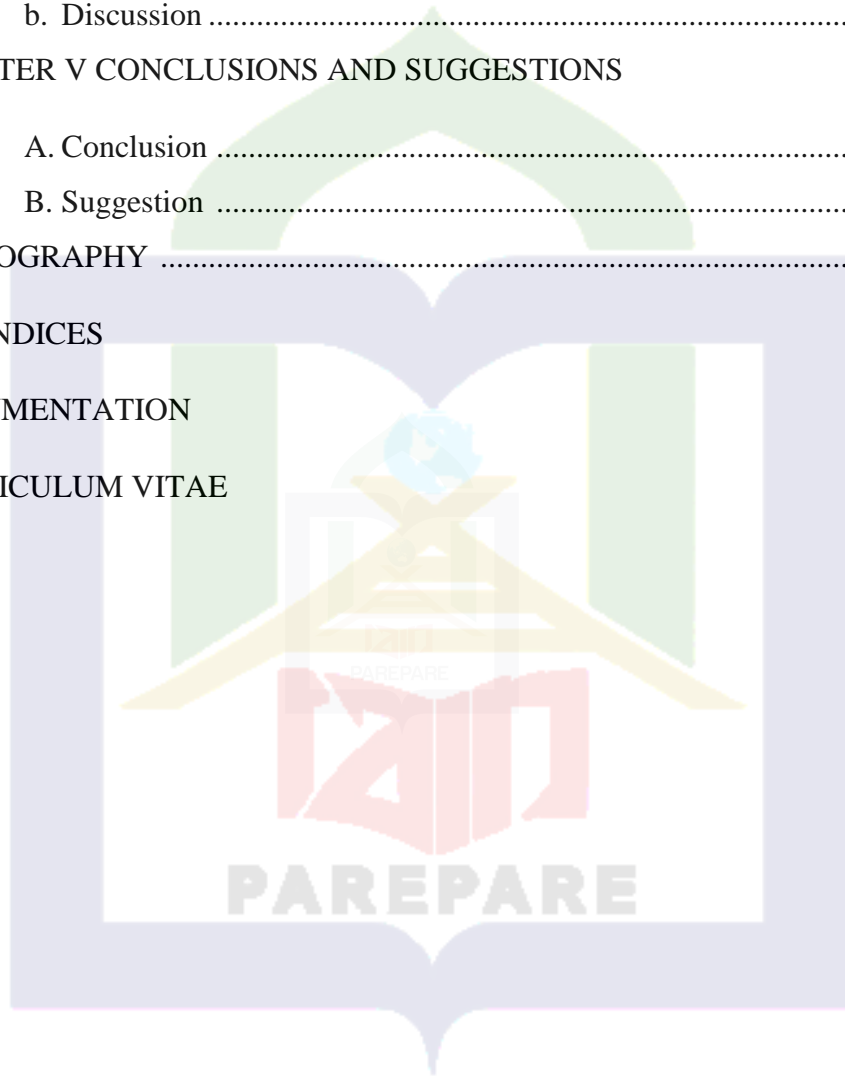
(Nur Aisah)

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PEDOMAN TRANSLITERASI

A. *Transliterasi Arab-Latin*

Daftar huruf bahasa Arab dan transliterasinya kedalam huruf latin dapat dilihat pada tabel berikut:

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	sa	Ṣ	es (dengan titik di atas)
ج	Jim	j	je
ح	ḥa	ḥ	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	ḏal	Ḑ	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ي	syin	sy	es dan ye
ص	ṣad	Ṣ	es (dengan titik di bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	ẓa	Ẓ	zet (dengan titik di bawah)
ء	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	Ha
ء	hamzah	'	apostrof
ي	ya	y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. *Vocal*

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
أَ	<i>fathah</i>	a	a
إِ	<i>kasrah</i>	i	i
أُ	<i>dammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
يَ	<i>fathah dan ya</i>	ai	a dan i
وَ	<i>fathah dan wau</i>	au	a dan u

Contoh:

كيف : *kaifa*

هول : *haulā*

3. *Maddah*

Madda atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
أَ... آ...	<i>fathah dan alif</i> atau <i>yā'</i>	ā	a dan garis di atas
إِ...	<i>kasrah dan yā'</i>	ī	i dan garis di atas
أُ...	<i>dammah dan wau</i>	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

Contoh:

رَمَى : *ramā*

قِيلَ : *qila*

يَمُوتُ : *yamūtu*

4. Ta marbutah

Transliterasi untuk *ta' marbutah* ada dua, yaitu: *ta' marbutah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *dammah*, transliterasinya adalah [t]. Sedangkan *ta' marbutah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *ta' marbutah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta' marbutah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raudah al-atfal*

الْمَدِينَةُ الْفَادِلَةُ : *al-madinah al-fadilah*

الْحِكْمَةُ : *al-hikmah*

5. Syaddah (Tasyidid)

Syaddah atau *tasydid* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydid* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا	: <i>rabbana</i>
نَجَّيْنَا	: <i>najjaina</i>
الْحَقُّ	: <i>al-haqq</i>
نُعَمِّ	: <i>nu'ima</i>
عَدُوُّ	: 'aduwwun

Jika huruf *ي* ber- tasyidid di akhir sebuah kata dan didahului oleh huruf *kasrah*, maka ia ditransliterasi seperti huruf *maddah* menjadi *i*.

Contoh:

عَلِيٍّ	: 'Ali (bukan 'Aliyy atau 'Aly)
عَرَبِيٍّ	: 'Arabi (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *al* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ	: <i>al-syamsu</i> (bukan <i>asy-syamsu</i>)
الزَّلْزَلَةُ	: <i>al-zalزالah</i> (<i>az-zalزالah</i>)
الفَلْسَفَةُ	: <i>al-falsafah</i>
الْبِلَادُ	: <i>al-biladu</i>

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : ta' muruna

النَّوْعُ : al-nau'

شَيْءٌ : syai'un

أَمْرَةٌ : umirtu

8. Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'an*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh.

Contoh:

Tabaqat al-Fuqaha'

Wafayah al-A'yan

9. Lafz al-Jalalah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mudaf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللهِ دِينُ الله *dinullah billah*

Adapun *ta' marbutah* di akhir kata yang disandarkan kepada *lafz al-jalalah*, ditransliterasi dengan huruf [t].

Contoh:

هُمُ فِي رَحْمَةِ اللهِ *hum fi rahmatillah*

10. Huruf kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetaphuruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teksmaupun dalam catatan rujukan (CK, DP, CDK, dan DR).

Contoh:

Inna awwala baitin wudi'a linnasi lallazi bi Bakkata mubarakan

Syahru Ramadan al-lazi unzila fih al-Qur'an

Nasir al-Din al-Tusi

Abu Nasr

al-Farabi

Al-Gazali

Al-Munqiz min al-Dalal

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

Ali bin 'Umar al-Dar Qutni Abu Al-Hasan, ditulis menjadi: Abu Al-Hasan, 'Ali bin 'Umar al-Dar Qutni. (bukan: Al-Hasan, 'Ali bin 'Umar al-Dar Qutni Abu)

Nasr Hamid Abu Zaid, ditulis menjadi: Abu Zaid, Nasr Hamid (bukan: Zaid, Nasr Hamid Abu)

B. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah

Swt.	= <i>subhana wa ta 'ala</i>
Saw.	= <i>sallallahu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-salam</i>
H	= Hijriah
M	= Masehi
SM	= Sebelum Masehi
I	= Lahir tahun (untuk orang yang masih hidup saja)
W	= Wafat tahun
QS. .../ ...:4	= QS. al-Baqarah/2:4 atau QS. Ali 'Imran/3: 4
HR	= Hadis Riwayat

ABSTRACT

NUR AISAH. *Teachers' And Students' Perception of Online Task-Based Language Teaching (OTBLT) In Senior High School of Parepare.*
(Supervised by Zulfah and Magdahalena Tjalla)

This research was an attempt to investigate Teachers' and Students' Perceptions of Online Task-Based Language Teaching. In particular, this research aims to find out the teachers' and students' perceptions about online task-based language teaching (OTBLT). This research was conducted in the Senior High School of Parepare involved 30 English Foreign Language teachers and 7 class students in senior high school of Parepare as the respondents.

This research was designed in descriptive quantitative research. In collecting the data, the questionnaire was used as the instrument. Meanwhile, the Semantic Differential Scale instrument is adopted to collect the data of the classification of teachers' and students' perceptions of OTBLT. The data was then calculated by using the Microsoft excel computer program to find out the mean score and frequency.

Based on the result of the research, the researcher concluded that most teachers and students had a positive perceptions or agreed toward online task-based language teaching (OTBLT). It could be seen from the grand mean; the total average is divided by several statements is 14 for teachers and 13 for the students. This survey also proved that learned English was not difficult to use in online learning especially in the Covid-19 pandemic era.

Keywords: *Teachers' and students' perception, Online task, Task-Based Language Teaching*

تجريد البحث

الإسم
رقم التسجيل
موضوع الرسالة
نور عائشة
٦١٠٣١٢٠٨١
تصورات المعلم والطالب لتدريس اللغة المستند إلى المهام عبر الإنترنت (OTBLT) في مدرسة الثانوية الحكومية فرى فرى

هذه الدراسة هي محاولة للتحقيق في تصورات المعلم والطالب لتدريس اللغة القائم على المهام عبر الإنترنت. على وجه الخصوص، يهدف هذا البحث إلى معرفة تصور المعلمين والطلاب حول تعلم اللغة القائم على المهام عبر الإنترنت (OTBLT) تم إجراء هذا البحث في مدرسة الثانوية الحكومية فرى فرى مع ٠٣ مدرس لغة أجنبية كمستجيبين. و٧ طلاب في مدرسة الثانوية الحكومية فرى فرى.

تم تصميم هذا البحث في البحث الوصفي الكمي. في جمع البيانات، تم استخدام الاستبيان كأداة. بينما يتم استخدام أداة مقياس التفاضل الدلالي لجمع البيانات تصنيف تصورات المعلم والطالب حول OTBLT ثم يتم حساب البيانات باستخدام برنامج كمبيوتر ما يكروسوفت اكسل لمعرفة متوسط الدرجات ووتيرتها.

بناءً على نتائج البحث، استنتج الباحث أن معظم المعلمين والطلاب لديهم تصورات إيجابية أو يتفقون مع تدريس اللغة القائم على المهام عبر الإنترنت (OTBLT) يمكن رؤيته من المتوسط الكبير؛ متوسط المبلغ مقسومة على عدة جمل هي ٤١ للمعلمين و ٣١ للطلاب يثبت هذا الاستطلاع أيضًا أن تعلم اللغة الإنجليزية ليس من الصعب استخدامه في التعلم عبر الإنترنت، خاصة في عصر جائحة كوفيد-١٩.

الكلمات الرئيسية: تصور المعلم والطالب، الواجبات عبر الإنترنت، تدريس اللغة القائمة على المهام.

ABSTRAK

Nama : Nur Aisah
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Judul Tesis : Persepsi Guru Dan Siswa Terhadap Pengajaran Bahasa Berbasis Tugas Online (OTBLT) Di SMA Negeri Parepare. (Dibimbing oleh Zulfah dan Magdahalena Tjalla)

Penelitian ini merupakan upaya untuk menyelidiki Persepsi Guru dan Siswa tentang Pengajaran Bahasa Berbasis Tugas Online. Secara khusus, penelitian ini bertujuan untuk mengetahui persepsi guru dan siswa tentang pembelajaran bahasa berbasis tugas online (OTBLT). Penelitian ini dilakukan di SMA Negeri Parepare dengan responden 30 orang guru Bahasa Asing Inggris dan 7 siswa kelas di SMA Negeri Parepare

Penelitian ini dirancang dalam penelitian deskriptif kuantitatif. Dalam pengumpulan data digunakan kuesioner sebagai instrumennya. Sedangkan instrumen Skala Diferensial Semantik digunakan untuk mengumpulkan data klasifikasi persepsi guru dan siswa terhadap OTBLT. Data tersebut kemudian dihitung dengan menggunakan program komputer Microsoft excel untuk mengetahui rata-rata skor dan frekuensinya.

Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa sebagian besar guru dan siswa memiliki persepsi positif atau setuju terhadap pengajaran bahasa berbasis tugas online (OTBLT). Itu bisa dilihat dari grand mean; jumlah rata-rata dibagi beberapa pernyataan adalah 14 untuk guru dan 13 untuk siswa. Survei ini juga membuktikan bahwa belajar bahasa Inggris tidak sulit untuk digunakan dalam pembelajaran online terutama di era pandemi covid-19.

Kata kunci: *Persepsi Guru dan Siswa, Tugas Online, Berbasis Tugas Pengajaran Bahasa*

CHAPTER I

INTRODUCTION

This chapter introduces the topic of this research. It describes the problem, logical and argumentative reason, urgency of the research as well as the significant of teachers' and students' perception. In detail, the explanation is elaborated into some sub-chapters namely Background, Research Questions, Research Objectives and Research Significances as well.

A. Background of the Research

The interest in technologies and innovations for language learning is certainly not an isolated phenomenon in today's education arena. Students in affluent parts of the world have grown up surrounded by computers and laptops and by an array of increasingly sophisticated communication devices that support personal, portable, wirelessly networked communication. Many students now consider tablets, e-books, and smartphones essential to their daily existence. They are known as the Generation Z/generation/Net Generation and were born in the early 2000s or later, not knowing anything other than life with the full extent of the Internet and the gadgets and technologies that support its use.¹ Among all the existing methodologies for language teaching, I will argue here that the approach to curriculum design known as task-based language teaching (TBLT) is ideal for informing and fully realizing the potential of technological innovations for language learning. Building on the basic principles of TBLT, technology-

¹ Marta González Lloret, '*Technology for Task-Based Language Teaching*', ed. by Shannon Sauro Carol A. Chapelle, 1st edn (The Handbook of Technology and Second Language Teaching and Learning, 2017), p. 234.

mediated tasks are meaning and goal oriented, communicative, authentic, and oriented to learning by doing.²

Tasks are classroom activities in which learners use language ‘pragmatically’, that is, ‘to do things’, with the overriding aim of learning language. Pedagogic tasks do not aim to provide situational authenticity, but are intended to generate ‘interactional authenticity’, that is, typical features of normal target language use. Task-Based Language Teaching is an approach to the teaching of language in which tasks of one kind or the other are seen as essential activities for language learning.³ Melissa Baralt and José Morcillo Gómez argued that implementing task-based methodology during real-time, video-based interaction is fundamentally different from traditional, face-to-face interaction. Teachers have to manage both interaction and learner attention in an electronic platform that disperses learners’ attention more easily than traditional classrooms.⁴ Technology-mediated task-based language teaching is the merger between technology and task-based language teaching and is arguably now an imperative for language education.⁵

Learning system without face to face directly between teachers and students but done online using the internet network. Teachers must ensure teaching and learning activities continue, even though students are at home. The solution, teachers are required to be able to design learning media as an

² Marta González Lloret, ‘*Technology for Task - Based Language Teaching*’, ed. by Shannon Sauro Carol A. Chapelle, 1st edn (The Handbook of Technology and Second Language Teaching and Learning, 2017), p.235.

³ Martin Bygate, ‘Sources, Developments and Directions of Task-Based Language Teaching’, *Language Learning Journal*, 44.4(2016), p.1.

⁴ Melissa Baralt and José Morcillo Gómez, ‘*Task-Based Language Teaching Online: A Guide for Teachers*’, *Language Learning and Technology*, 21.3 (2017), p.28.

⁵ Melissa Baralt and José Morcillo Gómez, ‘*Task-Based Language Teaching Online: A Guide for Teachers*’, *Language Learning and Technology*, 21.3 (2017), p.28.

innovation by utilizing online media. Therefore, teachers able to learn together at the same time using groups on social media such as WhatsApp, telegram, Instagram, zoom applications or other media as learning media. Thus, the teacher can ensure students take part in learning at the same time, even in different places.

The main objective of Task-Based Language Teaching is to engage language learners in authentic language use through carrying out a series of tasks while interacting with other learners. It also assists students to learn new linguistic knowledge and organize their existing knowledge.⁶ Task-Based Language Teaching (TBLT) is one of the teaching methods which occur in the improvement of Communicative Language Teaching (CLT).⁷ As language classrooms are being redefined, training for how to set learners up to successfully do tasks online must be part of teachers' professional development. This classroom activity is controlled by the teacher. Teacher's role is choosing proper task for students based on their level of proficiency and their needs, which is headed to the learning goals, and other follow-up tasks which correlates with the learning topic, and also monitoring students' performance. Moreover, as students become familiar with the tasks, they are encouraged to be engaged, and this may further encourage them in their language learning.⁸ Through all these descriptions, this learning method can be one of the solutions to improve students' language proficiency effectively.

As task-based language teaching focuses on real word tasks and the learners need to complete these tasks in the process of learning a foreign or

⁶ Reza Kafipour, Elaheh Mahmoudi, and Laleh Khojasteh, 'The Effect of Task-Based Language Teaching on Analytic Writing in EFL Classrooms', *Cogent Education*, 5.1 (2018), p.2.

⁷ Abdel Kazeroni, 'Task-Based Language Teaching', *ASp*, 7–10 (1995), p.113.

⁸ Reza Kafipour, Elaheh Mahmoudi, and Laleh Khojasteh, 'The Effect of Task-Based Language Teaching on Analytic Writing in EFL Classrooms', *Cogent Education*, 5.1 (2018), p.3.

second language, it helps target language fluency and student confidence.⁹ In line with this, Marta González Lloret points out that the goal of TBLT is to promote language acquisition along the three dimensions of fluency, accuracy, and complexity. These three dimensions serve as targets for evaluating success with respect to language acquisition, which would extend beyond success on any single task.¹⁰ Mochammad Ircham Maulana added, TBLT promotes natural learning, generates students' intrinsic motivation, and develops language skill development that can lead the students to accelerate their communicative competence.¹¹

That is why second and foreign language teachers and researchers have shown interest in TBLT. The evaluation studies on students' and teachers' reactions to TBLT in the online courses are starting to gain momentum,¹² and this study adds to this line of research by enhancing our understanding of online Task-Based Language Teaching (OTBLT). Among teachers and students in Parepare city, perceptions about the use of online TBLT during online learning are not yet known in depth, especially in learning English.

This explanation brings the researcher to the opinion that teachers' and students' problem in Online Task-Based Language Teaching should be investigated. In line with this, the researcher wants to do further research on the perceptions of teachers and students about online TBLT which is used by teachers

⁹ Reza Kafipour, Elaheh Mahmoudi, and Laleh Khojasteh, 'The Effect of Task-Based Language Teaching on Analytic Writing in EFL Classrooms', *Cogent Education*, 5.1 (2018), p.1.

¹⁰ Marta González Lloret, 'Technology for Task - Based Language Teaching', ed. by Shannon Sauro Carol A. Chapelle, 1st edn (*The Handbook of Technology and Second Language Teaching and Learning*, 2017), p.235.

¹¹ Mochammad Ircham Maulana, 'Task-Based Language Teaching; Potential Benefits and Possible Criticisms in Indonesian Contexts', 4.2(2021), p.69.

¹² Chun Lai, Yong Zhao, and Jiawen Wang, 'Task-Based Language Teaching in Online Ab Initio Foreign Language Classrooms', *Modern Language Journal*, 95.SUPPL. 1 (2011), p.81.

during online learning in senior high schools of Parepare. In this case, the teachers and students should be examined to find out what is teachers' perception about online task-based language teaching and what is students' perception about online task-based language teaching (OTBLT) in senior high school that can help them in overcoming the problems that are often faced in the language teaching and the learning process. Finally, to follow up this problem, the researcher is interested to conduct research entitled "*Teachers' and Students' Perception of Online Task-Based Language Teaching (OTBLT) In Senior High School of Parepare.*"

B. Questions of the Research

1. What is teachers' perception about online task-based language teaching (OTBLT) in senior high school of Parepare?
2. What is students' perception about online task-based language teaching (OTBLT) in senior high school of Parepare?

C. Objectives of the Research

As the research questions, the researcher considers the main purposes of this research that consist of two objectives as follows:

1. To find out the teachers' perception about online task-based language teaching (OTBLT) in senior high school of Parepare.
2. To find out the students' perception about online task-based language teaching (OTBLT) in senior high school of Parepare.

D. Significances of the Research

This research is expected to give contribution both theoretical and practical aspects as follows:

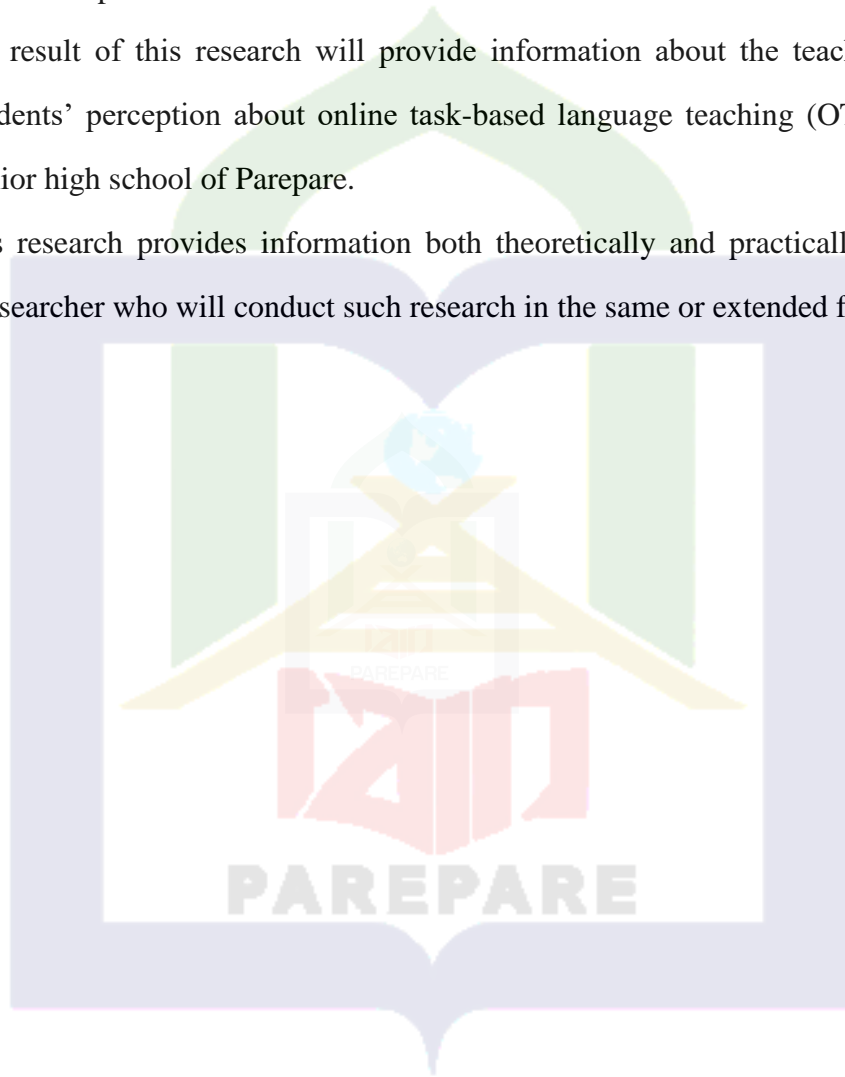
1. Theoretical Aspects

The findings of this research are expected to contribute to the theory of the teachers' and students' perception about online task-based language teaching (OTBLT) in senior high school of Parepare. Moreover, it is supposed to provide

updated data of the teachers' and students' perception about online task-based language teaching (OTBLT) in senior high school of Parepare trends as well as changes in the field of teaching in order to enrich literature on this research field.

2. Practical Aspects

- a. The result of this research will provide information about the teachers' and students' perception about online task-based language teaching (OTBLT) in senior high school of Parepare.
- b. This research provides information both theoretically and practically for the next researcher who will conduct such research in the same or extended field.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part consists of analysis and systematic explanation about the theory of study to build the conceptual framework of this research. It is generally believed that theories lead to problem solving. Some theories about teachers' and students' perception of Task-Based Language Teaching to lead the reader to an understanding of the concepts comprehensively.

A. Previous Related Research Findings

There are some related studies about Task Based Language Teaching that have been conducted by many researchers. Furthermore, some related research findings about this matter in the same and extended field will be presented briefly in the following paragraphs.

In-Jae Jeon and Jung-won Hahn conducted a study to explore EFL teachers' perceptions of task-based language teaching (TBLT) in a Korean secondary school context. This study used a quantitative and qualitative method. The findings that the majority of respondents have a higher level of understanding about TBLT concepts, regardless of teaching levels, but that there exist some negative views on implementing TBLT with regard to its classroom practice. Additionally, some useful implications are proposed based on research findings in order to help teachers and teacher trainers to construct and implement TBLT more effectively.¹³

Tareq Mitib Murad, conducted a study to explore the effect of a task-based language teaching program on developing the speaking skills of Palestinian

¹³ Ij Jeon and J Hahn, "Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice," *Asian EFL Journal* 65, no. 1 (2006), P.3.

secondary students and their attitudes towards English. This study employed an experimental group. The findings of the study were the following: Firstly, the TBLT program enhanced significantly the speaking skill of the students of the experimental group and positively affected their attitudes towards English. Secondly, the TBLT program improved the girls' speaking skills more than the boys in the experimental group.¹⁴

Danyan Huang. Conducted to investigate whether the implementation of Task-Based Language Teaching (TBLT) in a comprehensive English class would have a positive effect on students' study motivation and language proficiency. This study employed a quantitative and qualitative method. The results revealed that the majority of students showed positive perceptions towards the use of TBLT in their English learning class and acknowledged a growth in their study motivation, indicated by increased interest, enjoyment and study autonomy, and their language skills, especially speaking and writing as well as some other related skills like information retrieving.¹⁵

Justin Harris in Implementation of TBLT in Japan. conducted a study to explore the reasons why these teachers began using TBLT, their beliefs about the advantages and disadvantages of implementing TBLT, and whether or not they agree with common criticisms levelled at TBLT for use in foreign language classrooms in Japan and Asia in general This study employed a qualitative method. The results from interviews with these 10 teachers suggest that they reject many of these criticisms, and are in fact successfully using TBLT to

¹⁴ Tareq Mitib Murad and Foreign Language, "The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes towards English Supervisor Major : Curricula and Methods of Teaching English as a Foreign Language Departme," *Asian Efl Journal.Com* (2009), p.10.

¹⁵ Danyan Huang, 'A Study on the Application of Task-Based Language Teaching Method in a Comprehensive English Class in China', *Journal of Language Teaching and Research*, 7.1 (2015), p.118.

develop both language ability and motivation in their students. At the same time, the teachers noted that there may be a need to use a „weaker“ form of TBLT with beginner students, or with those used to more passive styles of learning. They also highlighted the importance of heavily scaffolding tasks in such cases. Finally, a number of the teachers discussed the need for the development of more TBLT related materials, both for students and teachers.¹⁶

Nadiyah Ma'munin, conducted a study to explore The Effect of Task-Based Language Teaching on the Teaching Practice of Pre-Service English Teacher, The research method used to study was experimental research with one group design. The researcher concluded that there was a significant difference before and after being taught by using TBLT. The result showed that it had a positive effect.¹⁷

The previous research findings showed some similarities in general because focus on Task- Based language teaching and used quantitative and qualitative research in the collection of data. Furthermore, the difference between these researches is run during pandemic and during online learning was the teacher and students communicate by using online platform to study. This present study investigated teachers' and students' perception of Online Task-Based Language Teaching (OTBLT) in senior high school school of parepare. This research will use survey method by questionnaire in the collecting of the data. Finally, this study is expected to give describing of teachers' and students' perception of Online Task-Based Language Teaching (OTBLT).

¹⁶ Justin Harris, "Responding to the Critics: Implementation of TBLT in Japan," *Indonesian Journal of Applied Linguistics* 8, no. 1 (2018), P. 139.

¹⁷ Nadiyah Ma'mun, 'The Effect of Task Based Language Teaching on the Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), p.143.

B. Some Pertinent Ideas

1. Perception

Every person is created differently; each individual has a different understanding of something. It really depends on how the individual responds something with its perception. Perception in the narrow sense is a vision, how someone sees something, while in the broadest sense perception is about understanding that is how someone views or interprets something.¹⁸

Walgito defines perception as the last process of observation which is started by the process of sensing in which the process of stimuli is received by the sense, continued by the process of attention, and then directed to the brain that will make the individual realizes about something.¹⁹ In other words, people may perceive things in a different way and form a variety of ideas from these perceptions.²⁰ Furthermore, Andrej Demuth said that Perceptions and sensing represent a unique source of how to experience something at all.²¹

By those definitions, it can be concluded that perception is an understanding process in which a person responds or conveys his ideas based on what is received or felt by the five senses.

a. Types of perception

Types of perception divide become two, there are; positive and negative perceptions.²²

¹⁸ Marjorie Montague, 'Student Perception, Mathematical Problem', 18.1 (1997), p.49.

¹⁹Walgito, B. "Psikologi Sosial" (Suatu Pengantar). Yogyakarta: Andi Offset In Wahyuddin Rauf "Students' Perception Towards The Lecturer's Teaching Styles And Personality Traits At Muhammadiyah University Of Makassar ", (1991),P.12

²⁰ Ali Can, 'The Perception of Reality and Its Effect on the Behavioral Change in the Context of Public Relations', (2008), p.3.

²¹ Andrej Démuth, *Perception Theories, Applications of Case Study Research*, 2012 ,p.16.

²² PNP Catherine E. Burns, PhD, RN, CPNP-PC, FAAN, Ardys M. Dunn, PhD, RN, PNP, Margaret A. Brady, PhD, RN, CPNP-PC, Nancy Barber Starr, MS, APRN-BC (PNP),

1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others. Furthermore, Nur Rofiqoh said that the perception that describes all knowledge and the response continued with the effort to use it. That will be continued with activeness or accepting and supporting the object being perceived. It increases the construction of relationships and giving to others. The categorising of positive perception is when someone agrees what someone action and support by saying like, affirm or excited of the object.

2) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.²³ The perception that describes all knowledge and responses that are not aligned with objects that are perceived. That will be continued with passivity or refusing and opposing the object being perceived. Furthermore, the categorising of negative perception is when someone disagrees what someone action and supported by saying not really like, not excited or hate of the object.²⁴

b. The indicators of perception

Robbins in Rofiq Faudy Akbar set indicators perception is of two kinds, namely:

1) Reception

The acceptance process is an indicator of perception in the physiological stage, namely the functioning of the senses to perceive

CPNP, Dawn Lee Garzon, PhD, PNP-BC, CPNP-PC, PMHS, FAANP-PC, Catherine G. Blosser, MPA:HA, RN, 'Pediatric Primary Care', *International Edition*, (11), 951–952, (1967),p.30.

²³ Rosa Amalia, 'Students' Perception Of Online Assessment Use In Schoology In Efl Classrooms', 2018 , p.10.

²⁴ Nur Rofiqoh, 'Students' Perception Of Teacher's Personality In Motivating Students In English Learning At Smp Ta' miriyah Surabaya', 2019, p.10.

stimulation from outside. Absorption of stimuli or objects from outside the individual. The stimulus or object is absorbed or received by the five senses, both sight, hearing, touch, smell, and taste buds individually or together. From the result of absorption or acceptance by the senses will get a picture, feedback, or impression inside brain. The description can be singular or plural, depending on the observed object of perception. In the brain, images are collected or impressions, both old and new formed. Whether or not the picture is clear depends on the clarity the absence of stimulation, the normality of the senses and time, recently or is been a long time.

2) Evaluation

External stimuli that have been captured by the senses, then evaluated by the individual. This evaluation is very subjective. One individual judge a stimulus as difficult and boring. But other individuals judge the stimuli that are the same as something good and fun.²⁵

According to Bimo Walgito in 2010, perception has the following indicators:

1) Absorption of external stimuli or objects individual.

Stimuli or objects are received and absorbed by the five senses senses individually or together. Results absorption by the five senses will give images, responses, or impressions in the brain.

2) Understanding or understanding of the object.

After the images occur in the brain, then the picture is organized, classified, and interpreted so as to form meaning or understanding of an object.

²⁵ Rofiq Faudy Akbar, 'Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus', *Edukasia : Jurnal Penelitian Pendidikan Islam*, 10.1 (2015), p.196.

3) Individual assessment or evaluation of the object.

After forming an understanding or understanding, then an individual's assessment is formed. Individual compare newly acquired understanding with the criteria or norms owned by the individual subjectively. Individual ratings vary even if the object is the same. Therefore, perception is individual.²⁶

c. Teachers' and students' perception of TBLT

1) Teachers' perception of TBLT

To understand the concept of Teachers' perception of TBLT, it is important to recognize what is teachers' Perception of TBLT? Task-based language teaching (TBLT) constitutes both an innovative language teaching method and a thriving area of investigation in the field of second language acquisition (SLA).²⁷ Teacher, as a main actor for a successful of implementing TBLT, needs to have a good perception of TBLT conceptually.²⁸ In line with this Jeon and Hahn stated that having a sufficient knowledge about the instructional framework in relation to its plan, procedure, and assessment are very important for teacher who wants to implement TBLT successfully.²⁹

This is in line to Calvert and Sheen stated that essential for the success of task-based instruction is the ability of teachers to design and implement language learning tasks at an appropriate level of difficulty so that students can engage with

²⁶ Bimo Walgito, *Pengantar Psikologi Umum*, Rajawali Perss, 2013.p.120-124

²⁷ Mohammad Javad Ahmadian, 'Task-Based Language Teaching and Learning', *Language Learning Journal*,44.4(2016), p. 377.

²⁸ Erwin Pohan And Others, 'Igniting A Brighter Future Of Efl Teaching And Learning In Multilingual Societies Teachers' Perceptions Of Task-Based Language Teaching In English Classroom', (2016), p.257.

²⁹ Ij Jeon and J Hahn, "Exploring EFL Teachers' Perceptions of Task-Based Language Teaching: A Case Study of Korean Secondary School Classroom Practice," *Asian EFL Journal* 65, no. 1 (2006), p.124.

and learn effectively from the materials provided.³⁰ In fact, the studies of TBLT have increased from various perspectives such as understandings, views and reasons to use or avoid implementing TBLT. Given the fact that language acquisition is influenced by the complex interactions of a number of variables including materials, activities, and evaluative feedback, TBLT has a dramatic, positive impact on these variables. It implies that TBLT provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use.

Specifically, in an Asian EFL environment where learners are limited in their accessibility to use the target language on a daily basis, it is first of all necessary for language learners to be provided with real opportunities to be exposed to language use in the classroom. Teachers' perception of language teaching process has a great impact on what they actually do in practice.³¹ For that to happen, teachers need to increase interest in the application of TBLT as an instructional approach because they have perceived task-based learning to be specifically beneficial to the facilitation of students' communicative and interactive skills.³²

Exploring teachers' perceptions and beliefs has been considered as a significant topic in both second and foreign language classrooms since teachers are considered as active decision makers whose beliefs and perceptions of

³⁰ Megan Calvert and Younghee Sheen, 'Task-Based Language Learning and Teaching: An Action-Research Study', *Language Teaching Research*, 19.2 (2015), p.19.

³¹ Erwin Pohan And Others, 'Igniting A Brighter Future Of Efl Teaching And Learning In Multilingual Societies Teachers' Perceptions Of Task-Based Language Teaching In English Classroom', (2016), p.257.

³² Cheng Xiongyong and M Samuel, 'Perceptions and Implementation of Task-Based Language Teaching among Secondary School EFL Teachers in China', *International Journal of Business and Social*, 2.24(2011), p.298.

classroom instructions play a key role in shaping and determining classroom events.³³ In the Iranian context, as Mahdavi-rad in 2017 stated, teachers' perceptions of task and task features and their attitudes towards the implementation of task-based language teaching have not yet been sufficiently emphasized. Moreover, the majority of the studies conducted on TBLT have considered teachers' perception in language institutes and high school teachers have been neglected. In Iran, where English is considered as a foreign language and learners are exposed to the language only in high schools and private institutes, studying teachers' perceptions of TBLT in both contexts would provide valuable insights.³⁴

Furthermore, Ellis said that task-supported language teaching and task-based language teachings are the two main ways of using tasks in classroom. In both cases, tasks have been employed to make language teaching more communicative. Thus, tasks are an important feature of communicative language teaching.³⁵ Therefore, it implies that language learning is a developmental process that can promote learners' communication and interaction rather than mastering knowledge by practicing language items, and that learners can effectively use the target language when exposed to activities in a natural way.³⁶ TBLT influences the variables positively such as materials, feedback, and activities.

³³ Simon Borg, 'The Distinctive Characteristics of Foreign Language Teachers', *Language Teaching Research*, 10.1 (2006), p. 27.

³⁴ Fatemeh Mahdavi-rad, 'Task-Based Language Teaching in Iran: A Study of EFL Teachers' Perspectives', *International Journal of English Language and Translation Studies*, 05.04 (2017), p. 14.

³⁵ Rod Ellis, 'Task-Based Language Teaching: Responding to the Critics', *University of Sydney Papers in TESOL*, 8.Jun2013 (2013),p. 9.

³⁶ Nghia Trung Pham And Huan Buu Nguyen, 'European Journal Of Foreign Language Teaching Teachers ' Perceptions About Task -Based', *European Journal Of Foreign Language Teaching*, 3.4 (2018), p. 69.

Atefeh Hadi added that TBLT provides learners with authentic and meaning-based materials, real life communicative activities and motivating feedback. Nevertheless, the implementation of TBLT in EFL contexts has not been without its difficulties.³⁷ In line with this, K I M McDonough added that despite some problems in implementing TBLT in EFL contexts, these studies also recognize the benefits of the approach and report that students have generally responded positively. They acknowledge the importance of TBLT in developing learner autonomy and transferable skills.³⁸ The use of tasks can also be adapted to review taught linguistic items.³⁹ The positive results from these studies look promising, but further research of TBLT in the EFL context is needed for more conclusive results.⁴⁰ In other words, the tasks used in the classes were predominately language practice activities focusing on form rather than meaning. The teachers aware of the purposes of task-based learning, but used tasks at the end of lessons to present language items because this was expected.

2) Students' perception of TBLT

One way to push learners to stretch beyond their limited linguistic resources is to engage them in pedagogic communicative tasks. A communicative task is —a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in that target language while their attention is principally focused on meaning rather than form.

³⁷ Atefeh Hadi, 'Perceptions of Task-Based Language Teaching: A Study of Iranian EFL Learners', *English Language Teaching*, 6.1 (2013), p.103.

³⁸ K I M McDonough, 'Task-Based EFL Course in Thailand', *Tesol Quarterly*, 41.1 (2007), p.109.

³⁹ Gülden İlin, Jülide İnözü, and Hülya Yumru, 'Teachers' and Learners' Perceptions of Tasks: Objectives and Outcomes.', *ÖĞRETMENLERİN VÖğrencilerin Görev Algılamaları: HedeflerVeSonuçlar.*,3.1(2007),p.67.

⁴⁰ Atefeh Hadi, 'Perceptions of Task-Based Language Teaching: A Study of Iranian EFL Learners', *English Language Teaching*, 6.1 (2013), p.104.

Nunan observes that the idea of using the learning task as a basic planning tool in second language education is a relatively recent one. In the last ten years, a variety of proposals have been made for implementing task-based language teaching syllabuses.⁴¹ According to Prabhu, the units of syllabus design are 'classroom' tasks which are performed by learners as vehicles for the development of their procedural ability in language use. Such an approach uses tasks to promote development of the 'means' of communication, identified as the procedures deployed in successfully conveying information, giving reasons and expressing opinions.⁴²

Another study that conducted by Yeshimebet Bogalein order to see the perception of students towards Task-based Language Teaching/learning, the researcher interviewed four students two from each year. Most of the students have perceived TBLT positively, they agree about its importance and they felt that TBLT is very essential to develop the language ability of learners. One of the participants explained that TBLT has good assumptions and benefit for students if it is properly designed and implemented in the classroom. As he said, concerning the practicality of this method he has doubts. He said that there are factors like large number of students, interests of students to participate in English in the classroom, shortage and clarity of modules, etc. which make its practicality less even though it is useful.⁴³ Student perception is how students' views or interprets the object that existed in the school through their senses.⁴⁴

⁴¹ 'David Nunan: *Designing Tasks For The Communicative Classroom* . Cambridge , Cambridge University Press, 14.4 (1993), p.443.

⁴² J. P. B. Allen and N. S. Prabhu, '*Second Language Pedagogy*', *TESOL Quarterly*, 22.3 (1988), p.153.

⁴³ Yeshimebet Bogale, '*Teachers' And Students' Perception Of Task-Based Language Teaching Method And Its Practice: The Case Of Arbaminch College Of Teacher Education*', June, (2009).p.65.

⁴⁴ Nur Rofiqoh, '*Students' Perception Of Teacher's Personality In Motivating Students In English Learning At Smp Ta'miriyah Surabaya*', (2019), p.11.

2. Task based language teaching (TBLT)

Task-based language teaching (TBLT) has been drawing increased attention from language teachers and researchers in the past decade.⁴⁵ TBLT refers to teaching a second/foreign language that seeks to engage learners in interactionally authentic language use by having them perform a series of tasks. Task-based learning has gained importance in language teaching.⁴⁶ It aims to both enable learners to acquire new linguistic knowledge and to procedure their existing knowledge.⁴⁷ The theory language items used in TBLT are tended to train the learners to use language forms appropriately in various contexts and for different purposes. For communicative competence and linguistic competence, the knowledge of forms and meanings form parts of the communicative purpose in TBLT.⁴⁸

Furthermore, Abdurrachman Faridi and others said that TBLT was found to be effective for improving students' productive skill partially, especially that of communication since the task was designed for a specific language use.⁴⁹ Other study investigating that TBLT was very effective was done by Stated that "task" is an holistic activity enabling students to use language to reach a non-linguistic goal. It was further more cleared that such learning prioritizes a context where

⁴⁵ Rui Bao and Xiangyun Du, 'Implementation of Task-Based Language Teaching in Chinese as a Foreign Language: Benefits and Challenges', *Language, Culture and Curriculum*, 28.3 (2015), p.1.

⁴⁶ Gülden İlm, Jülide İnözü, and Hülya Yumru, 'Teachers' and Learners' Perceptions of Tasks: Objectives and Outcomes.', *ÖĞRETMENLERİN VÖğrencilerin Görev Algılamaları: HedeflerVeSonuçlar.*,3.1(2007),p.61.

⁴⁷ Saudi Arabia, 'Speaking Students' Attitudes Towards Task-Based Language Teaching', *IJRDO-Journal of Educational Research* ISSN: 2456-2947 EFL p.63.

⁴⁸ Qian Wang, 'Discuss the Theoretical Basis of Task Based Language Teaching Highlighting Its Connection with Communicative Language Teaching', *Studies in Literature and Language*, 6.3 (2013), p.98–103.

⁴⁹ Abdurrachman Faridi, Mursid Saleh, and Sri Wuli Fitriati, 'The Effect of Online Task-Based Language Teaching on EFL Writing', *Ice*, (2019), p. 182.

task becomes a learning centre which provides activities to use English language for students in class, guides teachers to design curriculum and syllabus specifically and determine assessment model for students.⁵⁰

The task-based view of language teaching, based on the constructivist theory of learning and communicative language teaching methodology, has evolved in response to some limitations of the traditional PPP (presentation, practice, and performance) approach, represented by the procedure of presentation, practice, and performance.⁵¹ Thus, it has the substantial implication that language learning is a developmental process promoting communication and social interaction rather than a product acquired by practicing language items, and that learners learn the target language more effectively when they are naturally exposed to meaningful task-based activities. Such a view of language learning led to the development of various task-based approaches in the eighties,⁵² and during the nineties, has developed into a detailed practical framework for the communicative classroom in which learners perform task-based activities through cycles of pre-task preparation, task performance, and post-task feedback through language focus.⁵³

It is important to consider how teachers and learners react when task-based approaches are introduced (for a discussion of the diffusion of task-based

⁵⁰ N. P. Somawati and others, 'Task-Based Language Teaching: How It Is Implemented Effectively?', *Journal of Physics: Conference Series*, 953.1 (2018) p.2.

⁵¹ Massoud Rahimpour and Massoumeh Magsoudpour, 'Teacher-Students' Interactions in Task-Based vs Form-Focused Instruction', *World Journal of Education*, 1.1 (2011), p.71.

⁵² Jonah Kamal Yildiz, 'Task-Based Language Teaching: An Approach in the Spotlight to Propel Language Learning Forward', *International Journal of Social Sciences & Educational Studies*, 7.1 (2020).

⁵³ Murat Hismanoglu and Sibel Hismanoglu, 'Task-Based Language Teaching: What Every EFL Teacher Should Do', *Procedia - Social and Behavioral Sciences*, 15 (2011), p.46–52.

language teaching).⁵⁴ Several position articles and empirical studies have described how learners and teachers who were accustomed to traditional teaching reacted to task-based language teaching. Although many of these studies have examined a weak form of task-based language teaching in which individual tasks are integrated into courses that follow a synthetic syllabus and adopt a focus-on-forms methodology, as opposed to a strong form in which tasks are the organizing principle for the entire course.⁵⁵

a. The main characteristics of TBLT

Task-Based Language Teaching (TBLT) is a language learning method that uses a set of tasks as the core activity to plan, compile materials/materials and applications in language learning. Assignments are the main point of language learning to achieve learning objectives. Nunan distinguishes between two types of tasks, namely: tasks as targets and pedagogical tasks. Tasks as targets refer to the use of language in daily activities outside the realm of learning, while pedagogic tasks refer to the use of language in classroom learning in the form of assignments or classroom exercises.

Skehan in Ellis states that the pedagogical task as a work plan (learning) has four main characteristics:

- 1). The meaning of the language expressed is important and a priority.
- 2). There is a goal to be achieved from the given task.
- 3). The design of learning activities for the given task must be able to evaluate the results.
- 4). The design of learning activities must be related to daily activities.

⁵⁴ Numa Markee, 'Second Language Acquisition Research: A Resource for Changing Teachers' Professional Cultures?', *The Modern Language Journal*, 81.1 (1997), p.82.

⁵⁵ Peter Skehan, 'A Framework for the Implementation of Task-Based Instruction', *Applied Linguistics*, 17.1 (1996), p.38.

These four characteristics clearly emphasize the acquisition of meaning from the language used must be in accordance with the context and related to real life.⁵⁶ Moreover the researcher assumed that task- based language teaching is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation. It is clear that if learners are to develop the competence they need in order to use a foreign language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication within it. 'Task' serves as the most obvious means for organizing teaching along these lines.

b. Approach of Task-Based Language Teaching (TBLT)

Task-Based Language Teaching is an approach that offers students to be actively involved in communication to achieve goals or complete tasks using language. This approach was first developed by N.S. Prabhu in Bangalore, South India. According to Prabhu, students can learn more efficiently when they focus more on the task than the language they use. TBLT supports the learning process through tasks that students must do or problems that they must solve.⁵⁷

Learners need to understand the forms, meanings and functions of language and take into consideration the social situation. However, TBLT has sometimes been seen as sacrificing accuracy in the teaching of grammar in order to pursue fluency. In using TBLT, the students develop a language system through attempting to use meaning-based language. The teacher designs opportunities for the students through meaningful, authentic and interesting

⁵⁶ Sulaiman, 'Model Pembelajaran Bahasa Berbasis Tugas (Pbbt) Melalui Pembelajaran Daring', *Metalingua- Jurnal pendidikan bahasa dan sastra*, 5 (2020), p.96-97.

⁵⁷ Maria Cholifah. 'Pengajaran Bahasa Berbasis Tugas (Task Based Language Teaching): Pendekatan Yang Efektif Dalam Pengajaran Bahasa Inggris'. *JIBS, Jurnal Ilmiah Dan Sastra*, Volume 4 Nomor 2. (2017), p. 134

activities.⁵⁸ The students have a much more varied exposure to the language and its issues that they need. Thus, learners spend a lot of time communicating during the task.⁵⁹

From those explanation above the researcher asserts that in TBLT, specific language forms will never be considered; instead, the learners are allowed freely to make meaning in any way they like. The tasks provide learners' outcomes that can be assessed. Using tasks is based on building a syllabus design for to both sequence lessons and assessing the students' outcomes.

According to Willis, task-based language teaching has the following objectives:

- 1). Give students confidence in trying any language they know;
- 2). Give students the experience of spontaneous interaction;
- 3). Give students the opportunity to benefit from paying attention to how others express similar meanings;
- 4). Provide opportunities for students to negotiate to speak;
- 5). Involve students in using language intentionally and cooperatively;
- 6). Make students participate in a complete interaction, not just a one-time sentence;
- 7). Provide opportunities for students to try communication strategies; and
- 8). Develop students' confidence that they can achieve communicative goals.

⁵⁸ Ellis, R. *'Task-Based Language Learning and Teaching'*. Oxford: Oxford University Press. (2003), P.57

⁵⁹ Harmer, J. *'The Practice of English Language Teaching, Pearson Education limited England'*, 3rd Ed. (2001)

c. Implementation of Task-Based Language Teaching (TBLT)

The process to implement TBLT in English classes has been highly discussed among various language theorists e.g.; Estaire & Zanon in 1994, Lee in 2000, Prabhu in 1987, Skehan in 1996 and Willis in 1996.⁶⁰ However they all have in common three principal phases, these phases reflect the chronology of a task-based lesson. Thus, the first phase is ‘pre-task’ and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task.

The second phase, the ‘during task’ phase, centers on the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is ‘post-task’ and involves procedures for following-up on the task performance. Only the ‘during task’ phase is obligatory in task-based teaching. Thus, minimally, a task-based lesson consists of the students just performing a task. Options selected from the ‘pre-task’ or ‘post-task’ phases are nonobligatory but, as we will see, can serve a crucial role in ensuring that the task performance is maximally effective for language development.⁶¹

The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition.⁶² While, the methodological options available to the teacher in the during-task phase are of two basic kinds. First, there are various options relating to how the task is to be undertaken that can be taken

⁶⁰ Eulices Córdoba Zúñiga, ‘Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University’, *PROFILE Issues in Teachers’ Professional Development*, 18.2 (2016), p.16.

⁶¹ Fiona Ellis, ‘The Methodology of Task-Based Teaching’, *New Models of Religious Understanding*, 2017, p.80.

⁶² Fiona Ellis, ‘The Methodology of Task-Based Teaching’, *New Models of Religious Understanding*, 2017, p.80-81.

prior to the actual performance of the task and thus planned for by the teacher. These will be called ‘task-performance options. Second, there are a number of ‘process options’ that involve the teacher and students in on-line decision making about how to perform the task as it is being completed.⁶³ The post-task phase affords a number of options. These have three major pedagogic goals; (1) to provide an opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.⁶⁴

There are five conditions to be considered in implementing tasks in school settings, particularly where the conditions may be less than ideal: large class size, cramped classroom, lack of appropriate resources, teachers not trained in task-based methodologies, teachers with limited language proficiency, and traditional examination-based syllabi.⁶⁵ There are six factors of implementation of TBLT: attitude, understandings, time, textbook, preparation, pupils' language proficiency. Carless and Ellis stated two basic kinds of methodological procedures for teaching tasks: procedures relating to how the tasks specified in a task-based syllabus can be converted into actual lessons and how the teacher and learners are to participate in the lessons.⁶⁶

d. Teachers' and Learners' Role in TBLT

The role of the teacher in TBLT shifts away from some traditional of the

⁶³ Fiona Ellis, ‘*The Methodology of Task-Based Teaching*’, *New Models of Religious Understanding*, 2017, p.85.

⁶⁴ Fiona Ellis, ‘*The Methodology of Task-Based Teaching*’, *New Models of Religious Understanding*, 2017, p.93.

⁶⁵ David R. Carless, ‘*Factors in the Implementation of Task-Based Teaching in Primary Schools*’, *System*, 31.4 (2003), p.485–500 .

⁶⁶ Carless.

teacher roles in language teaching. In TBLT, the teacher will decrease the proportion of the time spent on communicative processing. The main role of the teacher in TBLT, such as monitoring and giving feedback. The teachers are responding not only to the students' fluency, but also their accuracy. Furthermore, for large parts of the actual task, the teachers spent more time on giving background information. TBLT is a learner-centered teaching approach.⁶⁷

The language teacher aiming at implementing task-based language teaching in the foreign language classroom should perform three main roles: (1) selector and sequencer of tasks; (2) preparing learners for tasks; and (3) consciousness-raising. Relevant to the first teacher role, it can be stressed that the language teacher has an active role in choosing, adapting and designing tasks and then building these tasks in keeping with learner needs, expectations, interests and language skill levels. Related to the second teacher role, it can be stated that some training for pre-task is prominent for language learners. These training activities may include topic introduction, specifying task instructions, assisting students in learning or recalling beneficial words and phrases to make the task accomplishment easy, and offering partial display of task process. As for the third teacher role, it can be emphasized that the teacher deploys an amalgamation of form-focusing techniques, covering attention-focusing pre-task activities, examining the given text, guided exposure to similar tasks, and employment of highlighted material.

The language learner who is exposed to the implementation of task-based language teaching in the foreign language classroom should carry out three major roles: (1) group participant; (2) monitor; and (3) risk-taker and innovator. Regarding the first learner role, it can be indicated that the learners perform a

⁶⁷ Jane Willis, *Task-Based Language Teaching: Teachers' Solutions to Problems Encountered*, 2007.

number of tasks either in pairs or small groups. Pair or group work may involve some adaptation for those learners who are more used to whole-class activities and/or individual work. Related to the second learner role, it can be stressed that tasks are employed as a tool for facilitating the learning process in task-based learning.

Classroom activities should be organized so that learners can have the opportunity to observe how language is utilized in communication. Learners themselves should “attend” both to the message in task work and to the form where such messages typically come packed. Relevant to the third learner role, it can be stated that many tasks will push learners to generate and expound messages for which they do not have full linguistic resources and prior experience. In reality, this is said to be the point of such tasks. The skills of making guesses from linguistic and contextual clues, asking for explanation, and consulting with other learners may need to be enhanced.⁶⁸

The researcher concludes that learners’ role is the main aspect during language processing. The main characteristics of the learners’ role in TBLT are: act as a negotiator or integrator, capable of giving as well as taking; act as a performer and listener, with little control over the content of the learning; and the take responsibility for their own learning.

3. Online Task Based Language Teaching (OTBLT)

The advancement of technology provides language teachers to create Innovative learning environments for their students. One of the learning models which maximize students’ achievement is task-based language teaching (TBLT).⁶⁹

⁶⁸ Murat Hismanoglu and Sibel Hismanoglu, ‘*Task-based language teaching: what every EFL teacher should do*’, *ELSEVIER: Procedia Social and Behavioral Sciences*, 15. (2011), p.5.

⁶⁹ Pupung Purnawarman, Susilawati, and Wachyu Sundayana, ‘*The Use of Edmodo in Teaching Writing in a Blended Learning Setting*’, *Indonesian Journal of Applied Linguistics*, 5.2 (2016), p. 242.

In this new normal era, every teacher is required to master how to teach online. An online teacher is required to hone some of his skills, so he can do various creative online teaching methods. Online TBLT is one of method that teachers use. Though TBLT is not a new method in language teaching, research on its application in virtual contexts has been limited.

Educations services are required to continue innovate along with development the latest information and communication technology. Only armed with a generation of gadgets or gadgets now can learn anywhere and anytime without the need for face-to-face with instructor or lecturer. This technological advancement very helpful in learning especially TBLT. With online learning, TBLT can be done easily though doesn't have to be face-to-face, either at the moment assignment and acceptance of assignments as a report of activities that have been carried out by students. Many things have been applied to assignment as an activity for language learning. The important is emphasis on communication and solution. Assignment must be communicated information to make decisions, solve problems, and achieve results. They must be accurate and comprehensive communication.

A task considered completed if there is a decision, problem completed, and results achieved. By Therefore, the presence of online learning can maximally be utilized in TBLT, especially facilitate the presentation of materials / materials, expanding learner access, and facilitating students get the information as much as possible.⁷⁰ The task-based learning model is in line with the principle of e-learning where students can carry out the independent learning process. The principles of task-based learning that support online tutorials include:

⁷⁰ Sulaiman, 'Model Pembelajaran Bahasa Berbasis Tugas (PBBT) Melalui Pembelajaran Daring', *METALINGUA: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 5.2 (2020), p.98-99.

- a. Providing ease of adjustment in teaching materials.
- b. Emphasizing communication in the target language.
- c. Using authentic teaching materials.
- d. Focusing on the learning process, not learning outcomes accompanied by enthusiasm with supervision. Connecting the learning experience in the classroom with the use of language outside the classroom.

The Task-Based Learning method which is devoted to language learning emphasizes the negotiation of meaning which proceeds with communicative task completion activities and gives students the opportunity to practice language in the context of meaning, involving participants with authentic language, and contextual language production processes where language is not a goal but a tool to achieve learning targets.⁷¹ The Covid-19 pandemic effected a sudden shift to online teaching, prompting teachers to implement many uncommon or even unusual teaching techniques in this unforeseen context. This precipitous move to online teaching has radically altered our teaching practices, where teachers have had to either completely do away with traditional practices or modify them in significant ways. One of the primary concerns of online teaching voiced by many teachers is to hold students' interest and keep them engaged in the virtual classroom.

Another challenge has been to make students interact with each other and the teacher. The authors of this paper believe that Task-Based Language Teaching (TBLT) addresses these concerns head-on. There are two reasons for this: first, its emphasis on real-life language through meaningful tasks; and second, it is student-centered.⁷²

⁷¹ Athiyah Salwa, 'Model Task-Basic Learning Untuk Membangun Pembelajaran Mandiri Pada Tutorial Online', *Jurnal Pendidikan Terbuka dan Jarak Jauh*, 20.1, (2019), p.12.

⁷² Surya Subrahmanyam Vellanki, 'Engaging Students Online with Technology-Mediated Task-Based Language Teaching', April, 2021, p. 107.

C. Conceptual Framework

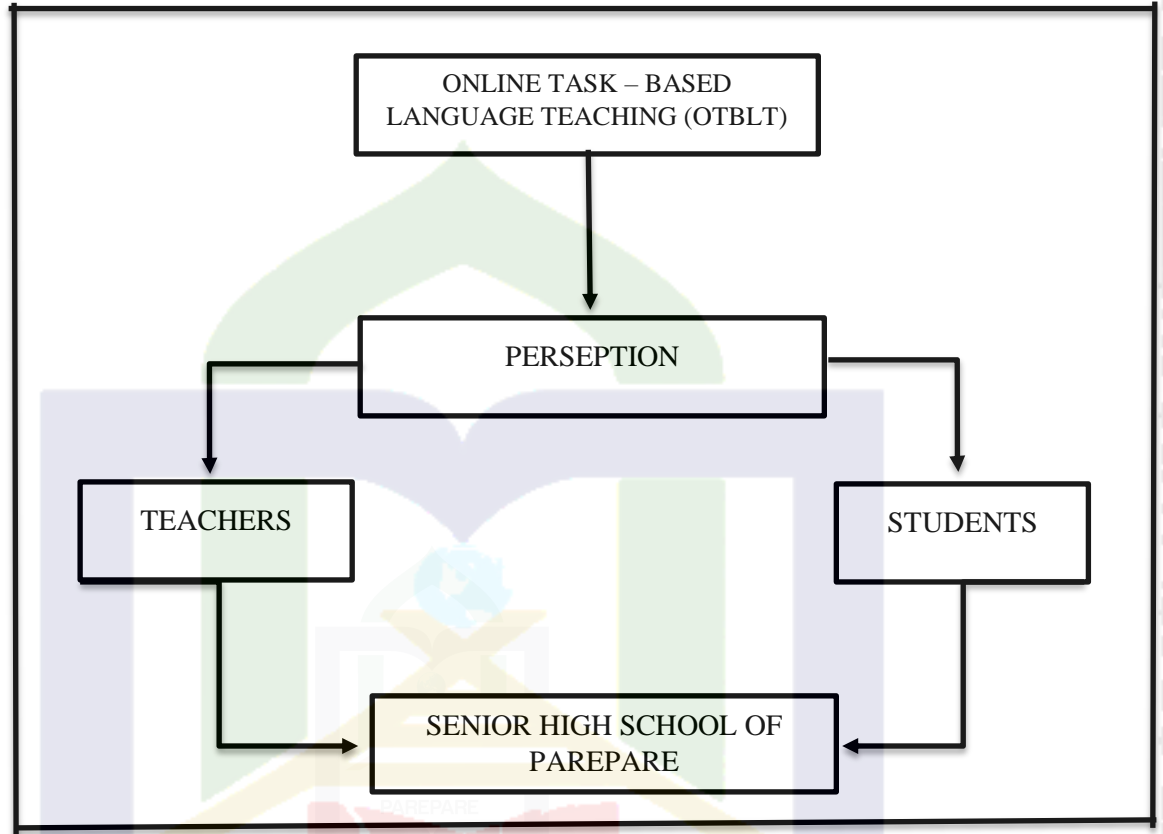


Figure 1. Conceptual Framework of the Research

D. Operational Definition of Research Variables

This research involves two variables namely perception and online task-based language teaching in which the first variable will provide information for the second variable. The explanation of these two variables is explained as follows:

- a. Perception: opinion of teachers and students about online task-based language teaching during online learning.
- b. Online task-based language teaching: the method that use by the teachers during online learning.



CHAPTER III

METHODOLOGY OF THE RESEARCH

This part consists of the guideline to reach the objectives of this research. It provides readers information about research design, research location and duration, research subjects, research instruments, data collection and data analysis as well.

A. Design of the Research

This research was implemented quantitative descriptive method since the purposes of this research are to find out the devise to measure EFL teachers and student perceptions of OTBLT in classroom. Quantitative method was used to test the objective theory by examining the variables. The variables could be measured typically on instruments, so that numbered data could be analyzed using statistical procedures.

The design of this research chosen by researcher is survey design. Survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population.⁷³ Therefore, in this research, the information about teacher's EFL teachers and student perceptions of OTBLT in classroom.

A. Location and Duration of the Research

This research was conducted at senior high school of Parepare, this research took one month in its process including research activity and data analysis.

⁷³ Bostley Muyembe Asenahabi, '*Basics of Research Design: A Guide to Selecting Appropriate Research Design Basics of Research Design: A Guide to Selecting Appropriate Research Design*', June, 2020.

B. Subject of the Research

The subjects of this research are 30 EFL teachers and 7 class students in senior high school of Parepare to participate in this research by following table:

Table 3.1 Total EFL Teachers and students in Senior high school of Parepare

School	Classes	Sample	English Teacher
SMAN 1	37	1	5
SMAN 2	32	1	3
SMAN 3	22	1	3
SMAN 4	24	1	4
SMKN 1 PAREPARE	30	1	4
SMKN 2 PAREPARE	48	1	7
SMKN 3 PAREPARE	24	1	4
TOTAL	217	7	30

(Source: Administration of MGMP SMAN 4 PAREPARE)

The sampling technique in this study was random sampling. The simple random sampling technique is a simple technique because sample members from the population are taken randomly without seeing and paying attention to the similarities or strata that exist in the population.⁷⁴

⁷⁴ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". Bandung, Alfabeta, CV. (2017).

C. Instrument of the Research

The instrument of this research was questionnaire. There are two kinds of questionnaire used in this research namely teachers' perception of online task-based language teaching questionnaire and students' perception of online task-based language teaching questionnaire. The questionnaires can be seen in the appendix.

D. Procedures of Data Collection

To collect the necessary data of teachers' and students' perception of online task-based language teaching, firstly, researcher provided explanation the way to fill in the questionnaire to the participants via offline and online. Secondly, researcher observed the responses via online through web-based questionnaire response. There was no time limitation for filling the questionnaire. However, most participants finished the process of replying about 15 minutes. Finally, after finishing answering, researcher analyzed the data.

E. Technique of Data Analysis

To explore the research questions, researcher processed the data by using quantitative analysis with statistical method which is elaborated as follows:

1. Scoring teachers' and students' questioner

The researcher assessed teachers' and students' answers on questionnaire by giving score for each item. In scoring each item of teachers' and students' perception questionnaire, the researcher used a rating scale questionnaire by Semantic Differential Scale to get the information from the participants, Semantic Differential Scale is a scale that presents two contradictory statements, for example positive - negative, good - bad, weak - strong, active - passive. Respondents were asked to give an assessment / response to the statements

presented in accordance with their perceptions by putting a check mark (v) between the statements presented, which have been given a value.⁷⁵

The Semantic Differential scale used as in the following table. Table 3.2 the classification of teachers' and students' perception of OTBLT. The scale can be seen as follows:

Table 3.2 Semantic Differential Scale for Scoring System of teachers' and students' perception

(+) 5 4 3 2 1 (-)

These values can be explained through various alternative answers that are used as guidelines for the configuration of the scale. The alternatives are shown in the table:

Classification	Score	Answer
↑ Positive ↓ Negative	5	Very Strong
	4	Strong
	3	Medium
	2	Weak
	1	Very Weak

⁷⁵ Rostina sundayana, "Statistika Penelitian Pendidikan". Bandung: Alfabeta, CV, (2016), p. 13

Table 3.3. The general score of teachers' positive and negative perception

Category	Score
Negative perception	14 - 28
Positive perception	29 - 70

Table 3.4. The general score of students' positive and negative perception

Category	Score
Negative perception	13 - 26
Positive perception	27 - 65

Table 3.5. The positive and negative score of each item

Category	Score
Negative perception	1 - 2
Positive perception	3 - 5

2. Calculating descriptive statistical information

In analyzing the data, the researcher will use Statistical Package Social Sciences (SPSS). Descriptive statistics use to show the spread of scores concerning frequencies and percentages. Mean score is also included in this statistical analysis.

- a. Calculating the rate percentage of teachers' and students' score

$$P = \frac{F}{N} 100\%$$

Where:

P : percentage

F : frequency

N : total number of samples⁷⁶

b. Calculating the mean score

In calculating the data, the researcher will use a Microsoft Excel computer program to present descriptive statistical information. The mean score will be calculated by the following formula:

$$X = \frac{\sum x}{N}$$

where: X : Mean score
 $\sum x$: Total score
N : Number of students⁷⁷

⁷⁶Anas Sudijono, *'Pengantar Statistic Pendidikan'*. Cet. VI, Jakarta: Raja Grafindo Persada, (1995), p. 40-41.

⁷⁷L.R. Gay, *Educational Research, Competencies for Analysis and Application second edition*, Columbus: Charles E Merrill Company, (1981), p.298.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections namely findings and discussions. The findings of this research present the data of teachers' and students' perception of online task-based language teaching (OTBLT) in senior high school of Parepare. The discussion of this research explains the findings by supported theories and previous research findings

A. Findings

The finding of this research is divided into 6 sections: general score of teachers' perception of online task-based language teaching, general score of students' perception of online task-based language teaching, classification of teachers' and students' perception of online task-based language teaching, frequency of teachers' perception of online task-based language teaching, frequency students' perception of online task-based language teaching, and frequency of perception level between teachers and students. The six sections are elaborated as follows:

1. General score of teachers' perception of online task-based language teaching.

Table 4.1 General score of teachers' perception of online task-based language teaching.

No	Category	Score	Classification
1	Max score	65	Positive perception
2	Min score	36	Positive perception
3	Mean	47,8	Positive perception
4	Median	47,5	Positive perception
5	Modus	49	Positive perception

The table shows that the lowest score in the table is 36, while the score range of positive perception is 29-70. The data also shows that each category reflects teachers' positive perception of online task-based language teaching with high response, which indicates if the use of online task-based language teaching can develop integrated skills in the teaching process.

2. General score of students' perception of online task-based language teaching

Table 4.2 General score of students' perception of online task-based language teaching

NO	Category	Score	Classification
1	Max score	63	Positive perception
2	Min score	21	Negative perception
3	Mean	43,49	Positive perception
4	Median	42	Positive perception
5	Modus	39	Positive perception

The table shows that the lowest score from the table is 21, which means negative perception with the score range of negative perception is 14-28, while the highest score is 63 in the score of positive perception. The result of the mean score (43,49) shows that students in the highest level of online teaching by Task-based language teaching. In addition, this result shows that students have a bit of difficulty and ease in the learning process, especially in online task-based language teaching.

3. Classification of teachers' and students' perception of online task-based language teaching.

Table 4.3 Classification of teachers' and students' online task-based language teaching

NO	Perception level	Teachers		Student	
		F	%	F	%
1	Positive	30	100	194	99
2	Negative	0	0	1	0,5

The table shows that the classifications of teachers' and students' perceptions of online task-based language teaching are divided into two classifications, positive classification and negative classification. The first classification is for teachers, which shows that positive perception got 100% and negative perception got 0%. The second classification is for students, which shows that positive perception got 99% and negative perception got 0,5% because from the general data there is one score in negative category.

4. Frequency of teachers' perception of online task-based language teaching

Tabel 4.4 Frequency of teachers' perception of online task-based language teaching

Item statements	Positive		Negative		Mean Score	
	F	%	F	%	Score	Category
I am interested in implementing OTBLT in class	28	93	2	6	4	Positive
OTBLT provides a relaxed atmosphere to promote the target language use	27	90	3	10	4	Positive
OTBLT meets learners' needs and interest	22	73	8	26	3	Positive
OTBLT helps to develop integrated skills in class	30	100	0	0	4	Positive
OTBLT lays much psychological burden on teachers	20	66	10	33	3	Positive

OTBLT requires much preparation time compared to other approaches	21	70	9	30	3	Positive
OTBLT is proper for making classroom arrangements	26	86	4	13	4	Positive
OTBLT materials should be meaningful and purposeful based on real word context	28	93	2	6	3,8	Positive
Learners will not be able to do a task unless their English is fluent and accurate	23	76	7	23	3	Positive
OTBLT is not useful in large classes	29	96	1	3	4	Positive
OTBLT can promote learners creativity and ability to do things	26	86	4	13	4	Positive
Low proficient learners are able to do task well	22	73	8	26	3	Positive
My learners are not excited in online task-based lesson	23	76	7	23	3	Positive
My learners cannot benefit from implementing OTBLT in class	26	86	4	13	3,6	Positive

The table shows that overall teachers gave positive responses to online task-based language teaching, as seen in item 4 as the most positive response given by teachers, followed by other items that broadly provide the meaning of convenience, this provides evidence that online-teaching assignments language-based makes it easy for teachers in the online learning process. Although the positive response given by the teachers were high, some items were close to negative responses as seen in items 5 and 6, some teachers feel burdened and needed a lot of preparation time for online task-based language teaching.

5. Frequency of students' perception of online task-based language teaching

Tabel 4.5 Frequency of students' perception of online task-based language teaching

Item statements	Positive		Negative		Mean Score	
	F	%	F	%	Score	Category
I am interested if teachers apply OTBLT in online classes	173	88	22	11	3,4	Positive
OTBLT provides a relaxed atmosphere when the teacher promotes the use of the target language	172	88	23	11	3,5	Positive
OTBLT meets learners' needs and interest	167	85	28	14	3,4	Positive
OTBLT helps me develop integrated skills in online classes	162	83	33	16	3,4	Positive
OTBLT luy much psychological burden on students	117	60	78	40	3	Positive
OTBLT requires much preparation time compared to other approaches	114	58	81	41	3	Positive
OTBLT is proper for making classrom arrangements	168	86	27	13	3	Positive
OTBLT materials should be meaningful and purposeful based on real word context	178	91	17	8	3,6	Positive
I can do an English assignment well in an online class	171	87	24	12	3,5	Positive
OTBLT is not useful in large classes	168	86	27	13	3,5	Positive
OTBLT can increase my creativity and ability to do Something	172	88	23	11	3,5	Positive
I am not passionate about online task-based learning	167	85	28	14	3,5	Positive
I cannot benefit from implementing OTBLT in online classes	163	83	32	16	3,5	Positive

The table shows that overall students gave positive responses to online task-based language teaching, as seen in items (1, 2, and 11) which broadly convey the meaning of interest, this provides evidence that online task-based

language teaching makes students more interested in the online learning process and able to increase their creativity. Although the positive responses given by students were higher than the negative responses, it is not much different from the response given by the teacher, some items were close to negative responses as seen in items 5 and 6, some students also feel burdened and needed a lot of time to prepare for online task-based language teaching.

6. Frequency of perception level between teachers and students

Table 4.6 Item 1

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	4	Positive	28	93	2	6
Students	3,4	Positive	173	88	22	11

The table shows that the teachers and students have a positive perception. It shows that the teachers were interested in implementing OTBLT in the online class, and the students were interested also in the teacher implementing OTBLT in the online class.

Table 4.7 Item 2

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	4	Positive	27	90	3	10
Students	3,5	Positive	172	88	23	11

The table shows that the teachers and students agree that OTBLT provides a relaxed atmosphere in online English learning. It shows that by implementing offline or online learning, teachers feel more relaxed because they can teach even though is done at home and students do not feel bored in learning, even the learning process can be done anywhere.

Table 4.8 Item 3

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3	Positive	22	73	8	26
Students	3,4	Positive	167	85	28	14

The table shows that teachers and students agree that OTBLT meets learners' needs and interests. However, the negative perception also cannot be ignored, some students think OTBLT does not meet their needs and interests. While for teachers, it shows that teachers have a positive perception of OTBLT fulfilling the students' needs and interests and also can increase students' interest as the millennial generation prefers things related to technology.

Table 4.9 Item 4

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	4	Positive	30	100	0	0
Students	3,4	Positive	162	83	33	16

The table shows that all of the teachers agree that OTBLT helps develop integrated skills in the classroom. Then students also agree, but on a negative perception of students do not agree with the statement item. It shows that there was a significant difference in perception between students and teachers on this item, and students also feel more skilled in the online class.

Table 4.10 Item 5

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3	Positive	20	66	10	33
Students	3	Positive	117	60	78	40

The table shows that there are more negative perceptions from students, where students agree that OTBLT gives them a psychological burden. While most

teachers think that OTBLT does not give them a psychological burden, it shows that teachers prefer OTBLT to students. Meanwhile, the negative perception of teachers indicates that some teachers also feel burdened.

Table 4.11 Item 6

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3	Positive	21	70	9	30
Students	3	Positive	114	58	81	41

The table shows that the teachers agree that OTBLT does not take much time to prepare, and many students also agree with this statement. However, the perception of disagreement also cannot be ignored. Some students state that OTBLT is troublesome for them. For teachers, there was a big difference where fewer teachers agree with the statement that OTBLT requires a lot of preparation time compared to other approaches.

Table 4.12 Item 7

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	4	Positive	26	86	4	13
Students	3	Positive	168	86	27	13

The table shows that the different perceptions between teachers and students about OTBLT were appropriate for classroom management. However, there was a difference in the mean value, where the teachers were higher than the students. It shows that the learning process applied by the teacher was appropriate to be applied in online classes.

Table 4.13 Item 8

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3,8	Positive	28	93	2	6
Students	3,6	Positive	178	91	17	8

The table shows that for both, teachers and students the OTBLT method should be per the learning objectives and based on the real context. Overall, almost all students and teachers agree with this statement. It shows that the students like if the material was taught by teachers related to real world life because it makes it easy for students to do tasks well.

Table 4.14 Item 9

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3	Positive	23	76	7	23
Students	3,5	Positive	171	87	24	12

The table shows that overall teachers and students have the same perception, they agree that students can do tasks well if students are also mastering English. It shows that students and teachers need to find the right way to improve students' English skills.

Table 4.15 Item 10

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	4	Positive	29	96	1	3
Students	3,5	Positive	168	86	27	13

The table shows that on positive perceptions there were 29 teachers agreed that OTBLT was suitable for large classes. Likewise, 168 students agreed that OTBLT was suitable for large classes. It shows that OTBLT can not only be

applied in a group study consisting of a few students but can also be applied to classes with more students.

Table 4.16 Item 11

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	4	Positive	26	86	4	13
Students	3,5	Positive	172	86	23	11

The table shows that teachers and students are the same perceptions. They agree that OTBLT can foster students' creativity and ability to think. However, on the negative perception of students, as many as 23 students agree that OTBLT cannot grow their creativity. It shows that OTBLT does not guarantee a good solution for students.

Table 4.17 Item 12

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3	Positive	22	73	8	26
Students	0	Positive	0	0	0	0

The table shows that teachers agree that students with low abilities can do well on tasks. However, 26% negative perspective shows that some students with low abilities cannot do the task well. Then for students, it contains 0 because there are no statement items addressed to students. It shows that online task-based language teaching provides a new spirit to the students and can do the task well with low abilities.

Table 4.18 Item 13

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3	Positive	23	76	7	23
Students	3,5	Positive	167	85	28	14

The table shows that teachers and students agree that students are enthusiastic about online task-based learning. It shows that a new spirit grows for students to do online task-based language teaching.

Table 4.19 Item 14

Respondent	Mean Score		Classification			
			Positive		Negative	
	Score	Category	F	%	F	%
Teachers	3,6	Positive	26	86	4	13
Students	3,5	Positive	163	83	32	16

The table shows that the results of positive perceptions were greater than negative perceptions for teachers and students. It showed that OTBLT can provide benefits for teachers and students, especially in the online learning process.

B. Discussion

The objectives of this research are to find out the teachers' and students' perceptions about online task-based language teaching (OTBLT). Therefore, the researcher conducted research to obtain the perceptions of teachers and students. The results of this research are discussed in the following subchapters to meet the objective of this research.

1. Teachers' perception of online Task-Based Language Teaching

The finding of this research shows that online task-based language teaching was perceived more positively than face-to-face learning during pandemic covid 19 in terms of perception and overall quality. Although some teachers have negative perceptions, it is not a big problem for teachers to keep doing online task-based language teaching.

a) Positive Perception

When it comes to the positive aspect of online classes, the findings show that the teachers are interested in implementing OTBLT in the online class. In line with this, a study by Sutarto and others in 2020 reported that during the COVID-

19 pandemic, the learning process was carried out at home using an internet network or online, so that the learning process can run smoothly, effectively and students remain interested in learning.⁷⁸ The other positive things reported are by implementing online-task based language teaching the teachers to feel more relaxed. A study that supports is by Deepika Nambiar in 2020, the teacher felt that online classes were flexible and convenient.⁷⁹ In addition, by D. N. R. Meddage D. A. Akuratiya, in particular, students perceive online learning as effective as face-to-face learning, enjoyable, able to learn at own pace, easy access to online material, and active participation.⁸⁰

The other finding shows that teachers have a positive perception of OTBLT who fulfill the students' needs and interests. A study by Gengwei Shi, in 2020 reported that learning interest refers to the degree to which students like using online devices and online platforms for learning.⁸¹ Besides that, teachers have to know that the students' skills need attention from teachers, the finding of this research shows that the teachers have a positive perception of OTBLT that it can help to improve students' integrated skills in online classes. The researcher assumes that by applying OTBLT, teachers can develop students' skills in online classes. Chun Lai and Guofang Li added that Technology-enhanced TBLT is not just about language learning; it also involves building other essential skills such as collaboration skills, communication competency, digital literacy, and identity

⁷⁸ Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman, 'Teacher Strategies in Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic', *Jurnal Konseling Dan Pendidikan*, 8.3 (2020), p.131.

⁷⁹ Deepika Nambiar, "The Impact of Online Learning during COVID-19: Students' and Teachers' Perspective," *The International Journal of Indian Psychology* 8, no. 2 (2020): p.789.

⁸⁰ D. N. R. Meddage D. A. Akuratiya, "Students' Perception of Online Learning during COVID-19 Pandemic: A Survey Study of IT Students," *international journal of research and innovation in social science* 4, no. 9 (2020): p.755.

⁸¹ Gengwei Shi, 'Research on the Influence of Online Learning on Students' Desire to Learn', *Journal of Physics: Conference Series*, 1693.1 (2020),p.2.

formation.⁸² Meanwhile, the result of the fifth questionnaire found most of the teachers think that OTBLT does not give them a psychological burden.

In addition, Md. Alaul Alam reports that online class amid the crisis has established a strong communication between students and teachers that creates a good impression rendering a positive result which helps students to avert from all kinds of anxieties they have usually while passing the unprecedented corona crisis.⁸³ It shows that teachers prefer OTBLT than students. In the learning process certainly, the teacher uses different methods in the hope that the learning process is done well as expected. However, sometimes teachers feel they prefer one learning method for certain reasons, one of the reasons is the time used in the learning process. The sixth statement of the questionnaire shows, the teacher agrees that OTBLT does not require much time in its preparation. Jessica Tryadi and others state that as the tasks help teachers arrange the virtual classes better, it brings teachers a lot of ease despite having them online.⁸⁴

During the COVID-19 pandemic, some rules did not allow the face-to-face learning process, therefore the policy given by the government to keep the learning process is done well to do the online learning process. The seventh statement of the questionnaire shows that OTBLT is appropriate for online class management. This result partially corresponds with a study by Herry Sanoto in 2021 shows that an online learning process management is compiled that can regulate the process and course of learning to be effective and can achieve

⁸² Chun Lai and Guofang Li, “*Technology and Task-Based Language Teaching: A Critical Review*,” *CALICO Journal* 28, no. 2 (2011): p.511.

⁸³ Md. Alaul Alam, ‘*Challenges and Possibilities of Online Education during Covid-19*’, *Preprints*, 1.June (2020), p.2.

⁸⁴ Jessica Tryadi, Sondang Manik, and Arsen Nahum Pasaribu, ‘*The Effect Of Using Task Based Language Teaching In Teaching Speaking Virtually For The Seventh Grade Students Of Methodist-2 Medan*’,(2020), p.941.

learning objectives.⁸⁵ In the online learning process, the teacher notices the teaching materials that will be taught to students. The teaching materials prepared by the teacher must be suitable for the methods used in the online learning process; this result shows that the teacher agrees that OTBLT material should be per the learning objectives and based on a real context.

A study conducted by Kirkwood and Price in 2013 explained that e-learning provides a highly structured context that engages the students successfully and supports the achievement of their skills, problem-solving, and teamwork. By using various platforms including social media, teachers can provide case studies within the learning material. Furthermore, digital media also provides space to work as a team.⁸⁶ As the target language, the teacher does not only deliver English lessons monotonously, but the teacher also gives several tasks to students as evaluation material to determine the level of students' understanding of the English lessons that have been taught by the teacher, The result of the ninth statement of the questionnaire shows that several teachers agree that students can do assignments or tasks well if students are also good at mastering English, this shows that teachers need to find the right way to improve students' English skills, especially in task-based language teaching. Learning English is important as it gives access to over half the content on the internet.⁸⁷ Furthermore, after the teacher knows the results of the student evaluation based on the use of the online task-based language teaching method, the result of the tenth statement of the questionnaire shows that the teachers who agree that OTBLT is

⁸⁵Herry Sanoto, 'Online Learning Management In The Covid-19 Pandemic Era', 6.1 (2011), p.48.

⁸⁶Adrian Kirkwood and Linda Price, 'Technology-Enhanced Learning and Teaching in Higher Education: What Is "enhanced" and How Do We Know? A Critical Literature Review', *Learning, Media and Technology*, 39.1(2014), p.1416.

⁸⁷Rajathurai Nishanthi, 'The Importance of Learning English in Today World', *International Journal of Trend in Scientific Research and Development*, Volume-3.Issue-1 (2018), p.872.

suitable for large classes. Under the correct conditions, students can receive a quality experience in any size online class.⁸⁸

Next, the result of the data shows that online task-based language teaching can also increase students' creativity and ability to do something, the researcher assumes that by applying online task-based language teaching, teachers can provoke students to be more creative, especially in online learning. In line with this, Rahmayanti added that in creating learning activities, the English teacher determines online learning activities that are suitable for students by looking at the abilities of the students to be taught. So, online learning activities run attractively and well. In addition, students become more active in online learning.⁸⁹ In each class certainly, there are not only intelligent students but also students with low abilities. By using OTBLT in online classes, certainly teachers can distinguish which students are smart and which have low abilities, especially in doing tasks.

The data shows that the teachers chose positive perceptions, which means that they agree that students with low abilities can do the task well. Nursofah states that while students who have low creative thinking skills tend to prefer tasks, practical exercises without analysis or looking for information not in detail and do not require knowledge of facts in the field.⁹⁰ Furthermore, in the application of online learning, teachers think that their students can take benefit from the implementation of OTBLT. While the result of the thirteenth

⁸⁸ P. Alison-Bowers P. Alison-Bowers and others, 'Strategies for Managing Large Online Classes', *The International Journal of Learning: Annual Review*, 18.2 (2011), p.3.

⁸⁹ S Rahmayanti, 'English Teacher Creativity in Designing Online Learning Activities during Covid-19 at The Ninth Grade Students of SMPN 1 Srengat', Thesis. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah Dan Ilmu Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang., (2021),p .32.

⁹⁰ Nursofah Nursofah, Ratna Komala, and Rusdi Rusdi, 'The Effect of Research Based Learning Model and Creative Thinking Ability on Students Learning Outcomes', *Indonesian Journal of Science and Education*, 2.2 (2018), p.171.

questionnaire shows that teachers agree that students are enthusiastic about online task-based learning. Based on the experience of another EFL teacher, this online system is only effective for giving assignments and quizzes to students. This means, in one meeting, if the teacher presents the lesson material accompanied by assignments or quizzes, students will actively and enthusiastically study the material because of concerns if the assignment or quiz is not completed.⁹¹

The last positive result of the questionnaire shows that OTBLT can provide benefits for teachers, especially in the online learning process. The researcher assumes that implementing task-based language teaching carried out by teachers were not useless, because it can provide benefits for students. Veerunjaysingh Subrun and Leena Subrun added, online learning makes it easy for the teachers to send material anywhere at any time, and the students can also follow the learning process anywhere and at any time while connected to the internet ⁹² Jomana S Zboun and Mohammed Farrah in 2021 noted the potential benefits of online learning and emphasized that technology should be cost-effective and instructors or students should have easy access online resources and proper training.⁹³

b) Negative Perception

When it comes to the negative aspect of online classes, the findings show that some of the other negative aspects of online teaching reported by teachers were a psychological burden and much preparation time. The negative perceptions

⁹¹ Leli Efriana, 'Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution', *JELITA: Journal of English Language Teaching and Literature*, 2.1 (2021), p.42.

⁹² Veerunjaysingh Subrun and Leena Subrun, 'International Journal of Learning, Teaching and Educational Research : IJLTER.', *International Journal of Learning, Teaching and Educational Research*, 13.4(2015), p.246.

⁹³ Jomana S Zboun and Mohammed Farrah, 'Students' Perspectives of Online Language Learning During Corona Pandemic: Benefits and Challenges', *Indonesian EFL Journal*, 7.1 (2021), p.14.

of teachers indicate that some teachers also feel burdened. Andrew R.L. Medford many students and teachers also face psychological problems during the crisis there were stress, fear, anxiety, depression, and insomnia that lead to a lack of focus and concentration.⁹⁴ Besides that the result of the questionnaire shows that several teachers agree with the statement that OTBLT requires a lot of preparation time compared to other approaches. One of the studies by Nambiar Deepika that the negative aspects of online teaching were: some of them found online teaching more time consuming as it required them to prepare ppt and extra materials for the classes.⁹⁵

Based on the discussion above, supported by several previous research findings, the teachers' perception of online task-based language teaching is positive. Although some teachers have negative perceptions, it is not a big problem for teachers to continue implementing task-based language teaching.

2. Students' perception of online Task-Based Language Teaching

a) Positive Perception

The finding of this research shows that students were interested in the teacher implementing OTBLT in the online class. The researcher assumes that OTBLT has an appeal to students in its application in online classes. So far, students learn face-to-face, but when learning is transferred online, students are interested because they try new things that they have never done before regarding online task-based language teaching. In line with this, Sutarto and others argued that learning at home is one of the alternative ways, so that the learning process

⁹⁴Andrew R.L. Medford, 'Online Learning', *Quality in Primary Care*, 12.1 (2004), p.11.

⁹⁵Deepika Nambiar, "The Impact of Online Learning during COVID-19: Students' and Teachers' Perspective," *The International Journal of Indian Psychology* 8, no. 2 (2020): p.789.

continues during the coronavirus pandemic. But it also can have an impact on a student's interest in learning.⁹⁶

The result of the data obtained in the questionnaire shows that the second statement item, students agree that OTBLT provides a relaxed atmosphere in learning English online. The researcher assumes that in the learning process of course a comfortable atmosphere is very influential whether it is carried out offline or online by applying online task-based language teaching, students do not feel bored in learning, even the learning process can be done anywhere. Online classes were flexible and convenient, could be easily accessed, can be scheduled as per their convenience, and made evaluation and grading work easier.⁹⁷ The result of students' perceptions of the third item, students agree that OTBLT fulfills their needs and interests. The researcher assumes that online task-based language teaching can increase students' interest as the millennial generation prefers things related to technology. Nunan further feels that TBLT is relevant to students' needs and interests, as it stimulates language learning and skills development necessary for completing tasks that students may encounter outside the classroom.⁹⁸ The results of students' perceptions of this fourth statement item, students agree that OTBLT helps develop integrated skills in online classes. The online Learning system enables a student to determine and process his/her learning style, content, aim, current knowledge, and individual skills.⁹⁹ The researcher assumes that in task-based language teaching, students feel more skilled in the online class. The

⁹⁶Sutarto, Dewi Purnama Sari, and Irwan Fathurrochman, 'Teacher Strategies in Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic', *Jurnal Konseling Dan Pendidikan*, 8.3 (2020), p.130.

⁹⁷ Deepika Nambiar, "The Impact of Online Learning during COVID-19: Students' and Teachers' Perspective," *The International Journal of Indian Psychology* 8, no. 2 (2020): p.789.

⁹⁸ David Nunan, "Task-Based Language Teaching," in *Task-Based Language Teaching* (<https://bestofbilash.ualberta.ca/Taskbased%20Language%20Teaching.pdf>,2004),p.19.

⁹⁹Andrew R.L. Medford, 'Online Learning', *Quality in Primary Care*, 12.1(2004),p.32.

result of the sixth questionnaire shows, students agree that OTBLT does not take much time to prepare if compared with the other.

The government issued a rule that during the covid-19 pandemic, the learning process was carried out online and did not allow face-to-face learning processes in schools. In the seventh item, it was described students' perceptions of OTBLT, the students were appropriate for online classroom management. The researcher assumes that the learning process applied by the teacher is appropriate to be applied in online classes. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. It is challenging to develop content that not only covers the curriculum but also engages the students.¹⁰⁰ The teaching materials prepared by the teacher must be per the methods used in the online learning process, for example, materials related to everyday life. The eighth item describes those students who agree that the OTBLT material should be per the learning purpose and based on a real context.

The researcher assumes that students like it if the material is taught by the teacher was related to real-world life because it makes it easy for students to do tasks, for example, teachers give tasks about telling students' activities at home during the covid-19 pandemic. A student certainly, can assess whether their understanding of English is good or still lacking and this is also an influence for students in doing tasks, especially if these tasks are done online. Rusi Rusmiati Aliyyah and others state that designing online learning with varied learning strategies in harmony with a more flexible national curriculum, technological

¹⁰⁰ Shivangi Dhawan, 'Online Learning: A Panacea in the Time of COVID-19 Crisis', *Journal of Educational Technology Systems*, 49.1(2020), p.15.

readiness, and collaboration is critical to successful online learning.¹⁰¹ In the ninth item, we can see that students have an agreeable perception about being able to do the task well if they are also mastering English well. Learning English is important as it gives access to over half the content on the internet.¹⁰² This shows that students need to be more active in learning, especially learning English, so that they can do the tasks given by the teacher well, especially in online classes. Furthermore, the tenth item shows that the students' perception results are in a positive perception, they agree that OTBLT is suitable for large classes. Under the correct conditions, students can receive a quality experience in any size online class.¹⁰³

OTBLT can not only be applied in group study consisting of a few students but can also be applied to classes with more students. Next, online task-based language teaching can also increase students' creativity and ability to do something, as seen in the eleventh item that students have a positive perception of OTBLT which can foster students' creativity and ability to do something. Online learning makes students more creative in doing tasks because they are assisted by technological tools, they are easy to search on Google about the tasks given by the teacher to collect various references. Greg Kessler states that the online model emphasizes an interactive learning environment, designed to stimulate dialogue between instructor and students and among students themselves. The online process requires both instructor and students to take active roles.¹⁰⁴ Since the

¹⁰¹ Rusi Rusmiati Aliyyah and others, 'The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia', *Journal of Ethnic and Cultural Studies*, 7.2 (2020), p.104.

¹⁰² Rajathurai Nishanthi, 'The Importance of Learning English in Today World', *International Journal of Trend in Scientific Research and Development*, Volume-3.Issue-1 (2018), p.872.

¹⁰³ P. Alison-Bowers P. Alison-Bowers and others, 'Strategies for Managing Large Online Classes', *The International Journal of Learning: Annual Review*, 18.2 (2011), p.3.

¹⁰⁴ Greg Kessler, 'Introduction to Teaching and Technology', *The TESOL Encyclopedia of English Language Teaching*, 2018, p.5.

COVID-19 pandemic hit Indonesia in March 2020, both teachers and students have been facing a great challenge in having virtual lessons. Students seem to be less active, creative, and productive.¹⁰⁵

The learning process that was previously done in schools face to face but now changed to become an online learning process, as a new situation experienced by students certainly has an impact on students. In this case, it turns out that students are enthusiastic about online task-based language teaching. As seen in the twelfth item, students are passionate about online task-based language teaching. The researcher assumes that online task-based language teaching provides new energy to students. Andrew R.L. Medford argued that it has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access, and improve the learning experience.¹⁰⁶

Besides that, in the application of online learning, the thing that must be considered is the benefits obtained. The thirteenth item shows that it turns out that students can take the benefit from the implementation of OTBLT. One of the benefits obtained is that it makes it easier for students to do tasks without having to leave their seats to look for references, as well as when students want to collect their assignments or tasks without having to take them to school or the teacher's house. Nedeva and Em Dimova state that the students can study anywhere as long as there have access to a computer with an internet connection; there is a learners' flexibility to join discussions during any time of the day; the students can work at

¹⁰⁵Nursofah Nursifah, Ratna Komala, and Rusdi Rusdi, 'The Effect of Research Based Learning Model and Creative Thinking Ability on Students Learning Outcomes', *Indonesian Journal of Science and Education*, 2.2 (2018), 938.

¹⁰⁶Andrew R.L. Medford, 'Online Learning', *Quality in Primary Care*, 12.1 (2004), p.32.

their own place; they can accommodate to different learning styles using different activities.¹⁰⁷

b) Negative Perception

However, the negative perception also cannot be ignored, some students think OTBLT does not meet their needs and interests online classes provide leverage to help improve student skills. Research conducted by Almaghas in 2018 shows that students were more comfortable choosing face-to-face learning than online learning. It means online learning makes students have no interest and motivation in learning online activity.¹⁰⁸ During the COVID-19 pandemic in the fifth item, there are more negative perceptions from students, some students agree that OTBLT gives them a psychological burden because sometimes the study schedule coincides with other subjects so that students find it difficult to manage it.

It is in line with a study by Nambiar Deepika that Students reported that the online classes increased their expense by recharging the data frequently, due to which they felt burdened, especially for students who come from financially fewer stable homes. They felt stressed and strained both mentally and physically. The constant pressure of completion of assignments was reported by students that induced a lot of stress in them. They felt that no learning or transfer of knowledge was taking place.¹⁰⁹ The study that supports this argument about the effect of online learning on students' psyche by Irawan, Dwisona, and Lestari in 2020, the result showed that the effects of online learning are boredom, anxiety, and mood

¹⁰⁷ Nedeva and Em Dimova, 'Some Advantages of E-Learning in English Language Training', *Trakia Journal of Sciences*, 8.8 (2010), p.22.

¹⁰⁸ Dalia Almaghaslah and others, 'Pharmacy Students' Perceptions towards Online Learning in a Saudi Pharmacy School', *Saudi Pharmaceutical Journal*, 26.5 (2018), p.2-4.

¹⁰⁹ Deepika Nambiar, "The Impact of Online Learning during COVID-19: Students' and Teachers' Perspective," *The International Journal of Indian Psychology* 8, no. 2 (2020): p.789.

swings.¹¹⁰ Next, it is a study by Moawad in 2020 at King Saud University. The result shows that the majority of the students were stressed mostly by uncertainty. This stressor is related to the starting and the ending of the class, the fairness of the evaluation, and the struggle to understand the teacher.¹¹¹

This result partially corresponds with a study by Irza Yuzulia in 2021 shows that the students faced some difficulties in learning online such as easily getting distracted and more stress due to the teachers 'amount of tasks'.¹¹² In line with this, Andrew R.L. Medford added that many learners experienced the frustration of one kind or another with one aspect or another of online learning.¹¹³ Online learning can also make students feel stressed, then online learning also makes students bored and lazy faster.¹¹⁴ Therefore, the teacher must be able to make the online learning atmosphere more attractive without having to give a lot of tasks so that it can minimize the risk of stress on students.¹¹⁵ Besides that, in the sixth item of the questioner shows that some students also stated that OTBLT requires a lot of preparation time compared to other approaches. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency to procrastinate.¹¹⁶

¹¹⁰ Andi Wahyu Irawan, Dwisona, and Mardi Lestari, "Psychological Impacts of Students on Online Learning during the Pandemic Covid-19," *Konseli: Jurnal Bimbingan dan Konseling (E-Journal)* 07, no. 1 (2020): p.57.

¹¹¹ Ruba Abdelmatloub Moawad, "Online Learning during the COVID- 19 Pandemic and Academic Stress in University Students," *Revista Romaneasca pentru Educatie Multidimensionala* 12, no. 1Sup2 (2020): p.105–106.

¹¹² Irza Yuzulia, 'Wanastra: Jurnal Bahasa Dan Sastra The Challenges Of Online Learning During Pandemic: Students' Voice', *Ejournal.Bsi*, 13.1(2021), p.8.

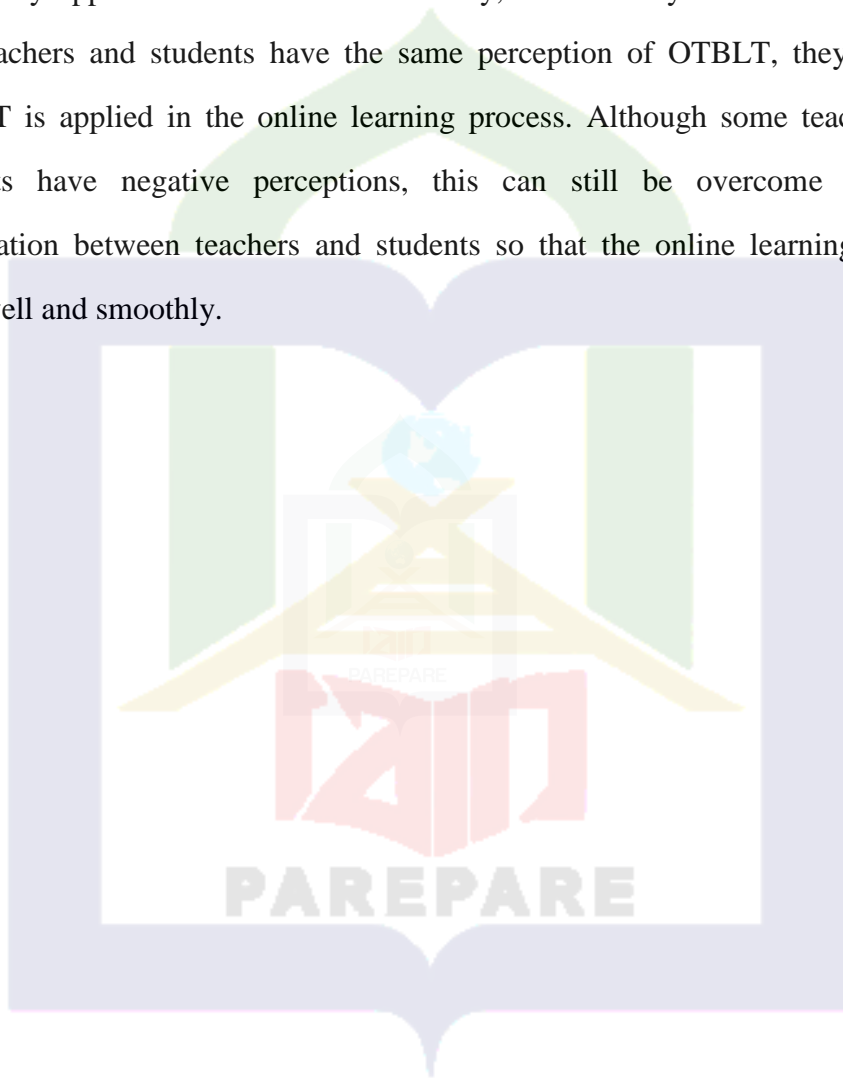
¹¹³ Andrew R.L. Medford, 'Online Learning', *Quality in Primary Care*, 12.1 (2004), p.33.

¹¹⁴ Shivangi Dhawan, 'Online Learning: A Panacea in the Time of COVID-19 Crisis', *Journal of Educational Technology Systems*, 49.1(2020), p.15.

¹¹⁵ Joko S Prayudha, 'Acitya: Journal Of Teaching & Education Students' Problems Face In Online Learning Amidt Pandemic', *Acitya: Journal Of Teaching & Education*, 3.2 (2021), 2021 P.194.

¹¹⁶ Andrew R.L. Medford, 'Online Learning', *Quality in Primary Care*, 12.1 (2004), p.33.

Based on the above discussion, supported by several previous research findings, students' perceptions of online task-based language teaching were positive, so researchers can conclude that online task-based language teaching is effectively applied in online classes. Finally, in this study the researcher found that teachers and students have the same perception of OTBLT, they agree if OTBLT is applied in the online learning process. Although some teachers and students have negative perceptions, this can still be overcome by good cooperation between teachers and students so that the online learning process done well and smoothly.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research, and the other one deal with the suggestion.

A. Conclusion

1. Teachers' Perception of Online Task-Based Language Teaching

This research aims to firstly, find out the teachers' perception of online task-based language teaching (OTBLT). Overall, teachers have a positive perception of implementing online task-based language teaching, teachers consider that OTBLT provides good benefits for students by increasing students' skills and creativity, especially in the process of doing tasks given by teachers online.

2. Students' Perception of Online Task-Based Language Teaching

The second aim of this research is to find out the students' perception of online task-based language teaching (OTBLT). The results of teachers' perceptions, students also have a positive perception of the online task-based language teaching, they assume that although the learning process is different from what was previously done at school, however, learning English online during the COVID-19 pandemic is not a problem which is hard to do.

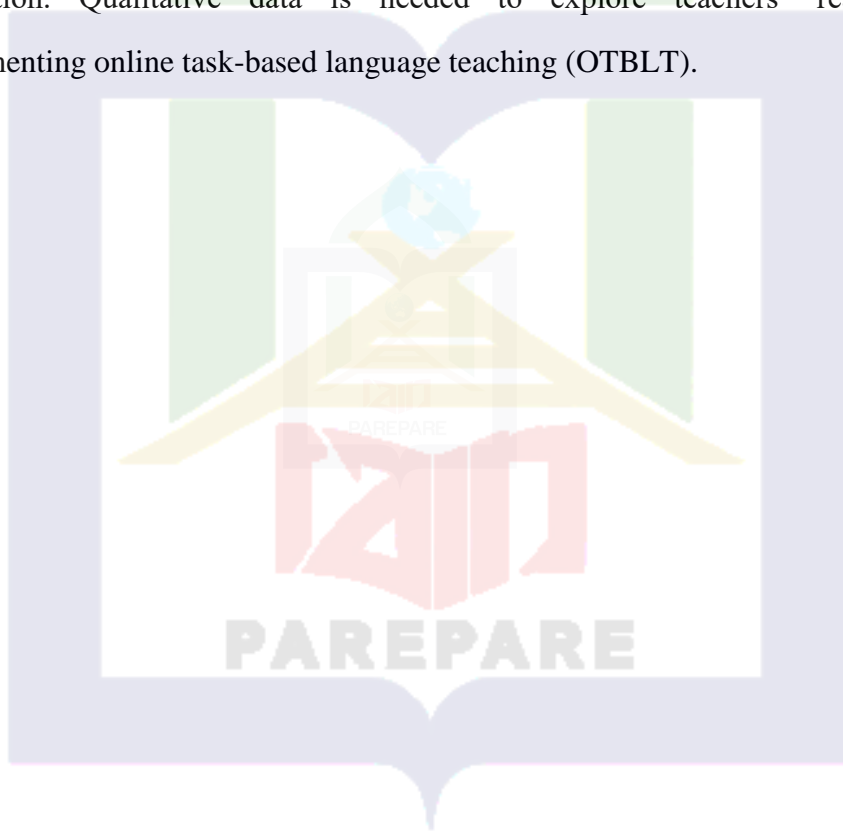
B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggested as follows:

For English teachers to be wiser use online learning as a medium for learning English as a foreign language, it is better to consider what technicians

and methods are more suitable to use in online learning, and students also feel comfortable in receiving lessons delivered by teachers in online class.

For further researcher, this research is limited to the number of samples in one city of South-Sulawesi. Conducting other studies related to teachers' and students' perception of online task-based language teaching (OTBLT) and comparing the results would give better understanding. Besides, this study was limited to the quantitative data about frequency of teachers' and students' perception. Qualitative data is needed to explore teachers' reasons in implementing online task-based language teaching (OTBLT).



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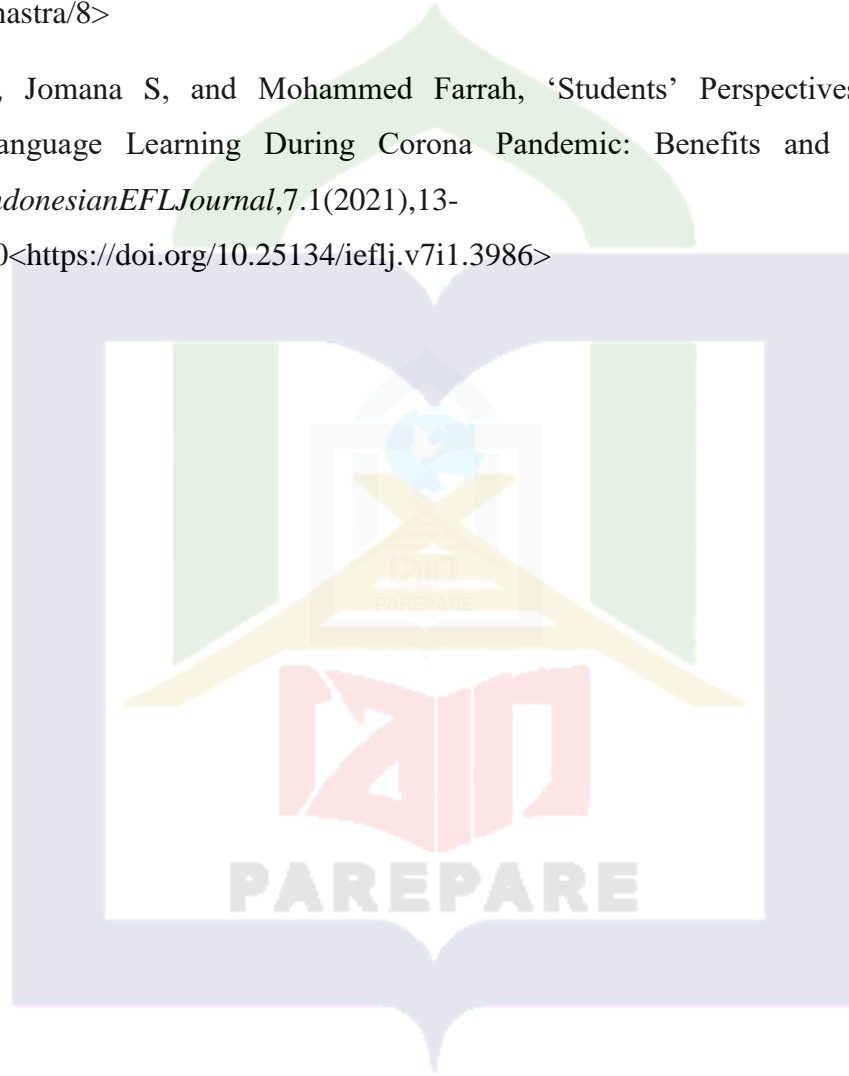
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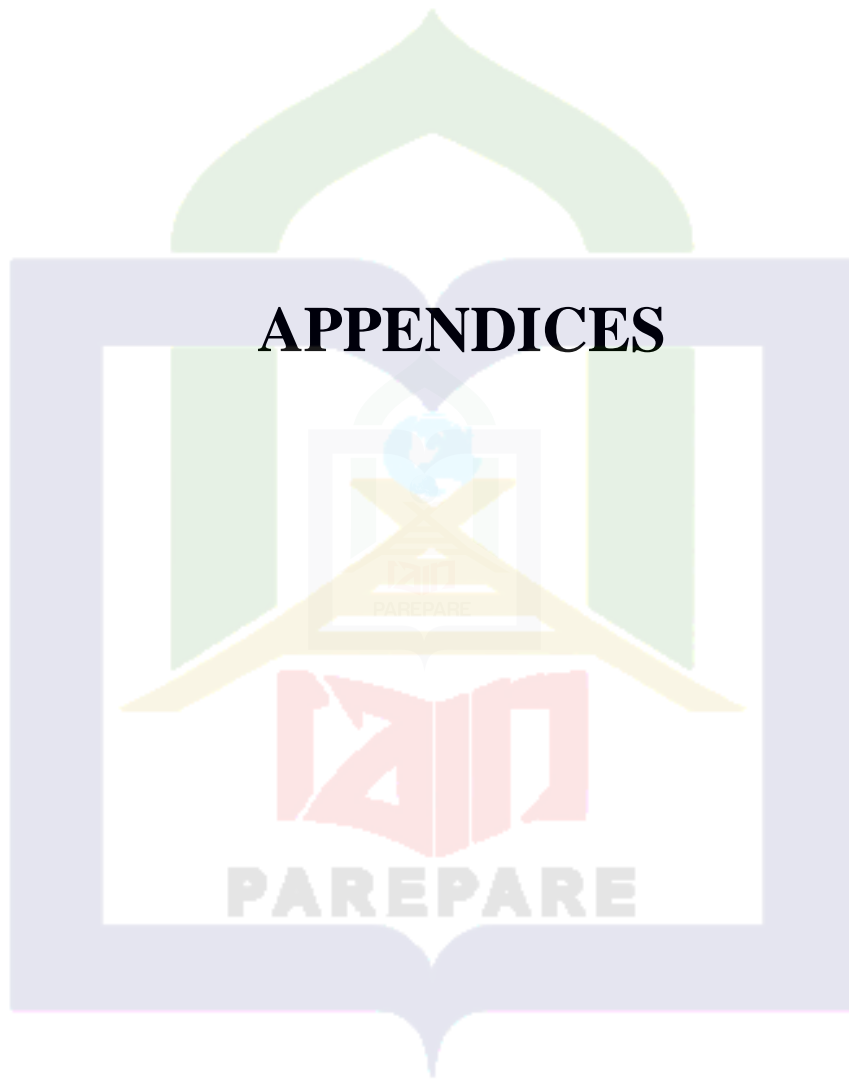
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APPENDICES

QUESTIONNAIRES FOR RESPONDENTS

1. Questionnaire for Teachers

Berilah tanda cek (V) pada skala yang paling cocok dengan anda!

Angket ini berisi pernyataan yang terkait dengan persepsi bapak/ibu/saudara(i) selama mengajar Bahasa Inggris berbasis tugas secara online/daring yang dikenal dengan Istilah OTBLT (online task based language teaching).

Keterangan:

- Nilai 5 (very strong)
- Nilai 4 (strong)
- Nilai 3 (medium)
- Nilai 2 (weak)
- Nilai 1 (very weak)

Persepsi guru tentang online task-based language teaching (OTBLT)

1.	Saya tertarik untuk menerapkan OTBLT di kelas online.	5	4	3	2	1	Saya tidak tertarik untuk menerapkan OTBLT di kelas online.
2.	OTBLT menyediakan suasana santai untuk mempromosikan penggunaan bahasa target.	5	4	3	2	1	OTBLT tidak menyediakan suasana santai untuk mempromosikan penggunaan bahasa target.
3.	OTBLT memenuhi kebutuhan dan minat peserta didik	5	4	3	2	1	OTBLT tidak memenuhi kebutuhan dan minat peserta didik
4.	OTBLT membantu mengembangkan keterampilan terintegrasi di dalam	5	4	3	2	1	OTBLT tidak membantu mengembangkan keterampilan

	kelas online.						terintegrasi di dalam kelas online.
5.	OTBLT tidak memberikan banyak beban psikologis pada guru.	5	4	3	2	1	OTBLT memberikan banyak beban psikologis pada guru.
6.	OTBLT tidak membutuhkan banyak waktu persiapan dibandingkan dengan pendekatan lain	5	4	3	2	1	OTBLT membutuhkan banyak waktu persiapan dibandingkan dengan pendekatan lain
7.	OTBLT tepat untuk membuat penataan kelas online	5	4	3	2	1	OTBLT tidak tepat untuk membuat penataan kelas online
8.	Materi OTBLT harus bermakna dan memiliki tujuan berdasarkan konteks dunia nyata.	5	4	3	2	1	Materi OTBLT tidak harus bermakna dan memiliki tujuan berdasarkan konteks dunia nyata.
9.	Peserta didik dapat mengerjakan suatu tugas kecuali bahasa Inggris mereka sepenuhnya lancar dan akurat	5	4	3	2	1	Peserta didik tidak akan dapat mengerjakan suatu tugas kecuali bahasa Inggris mereka sepenuhnya lancar dan akurat
10.	OTBLT berguna di kelas besar	5	4	3	2	1	OTBLT tidak berguna di kelas besar
11.	OTBLT dapat meningkatkan kreativitas dan kemampuan peserta didik dalam melakukan sesuatu	5	4	3	2	1	OTBLT tidak dapat meningkatkan kreativitas dan kemampuan peserta didik dalam melakukan sesuatu
12.	Peserta didik berkemampuan rendah mampu mengerjakan suatu tugas dengan baik	5	4	3	2	1	Peserta didik berkemampuan rendah tidak mampu mengerjakan suatu tugas dengan baik

13.	Peserta didik saya bersemangat dalam pelajaran berbasis tugas secara online	5	4	3	2	1	Peserta didik saya tidak bersemangat dalam pelajaran berbasis tugas secara online
14.	Peserta didik saya dapat mengambil manfaat dari penerapan OTBLT di kelas online	5	4	3	2	1	Peserta didik saya tidak dapat mengambil manfaat dari penerapan OTBLT di kelas online

2. Questionnaire for Students

Berilah tanda cek (V) pada skala yang paling cocok dengan anda!

Angket ini berisi pernyataan yang terkait dengan persepsi saudara(i) selama belajar Bahasa Inggris berbasis tugas secara online/daring yang dikenal dengan Istilah OTBLT (online task based language teaching).

Keterangan:

- Nilai 5 (very strong)
- Nilai 4 (strong)
- Nilai 3 (medium)
- Nilai 2 (weak)
- Nilai 1 (very weak)

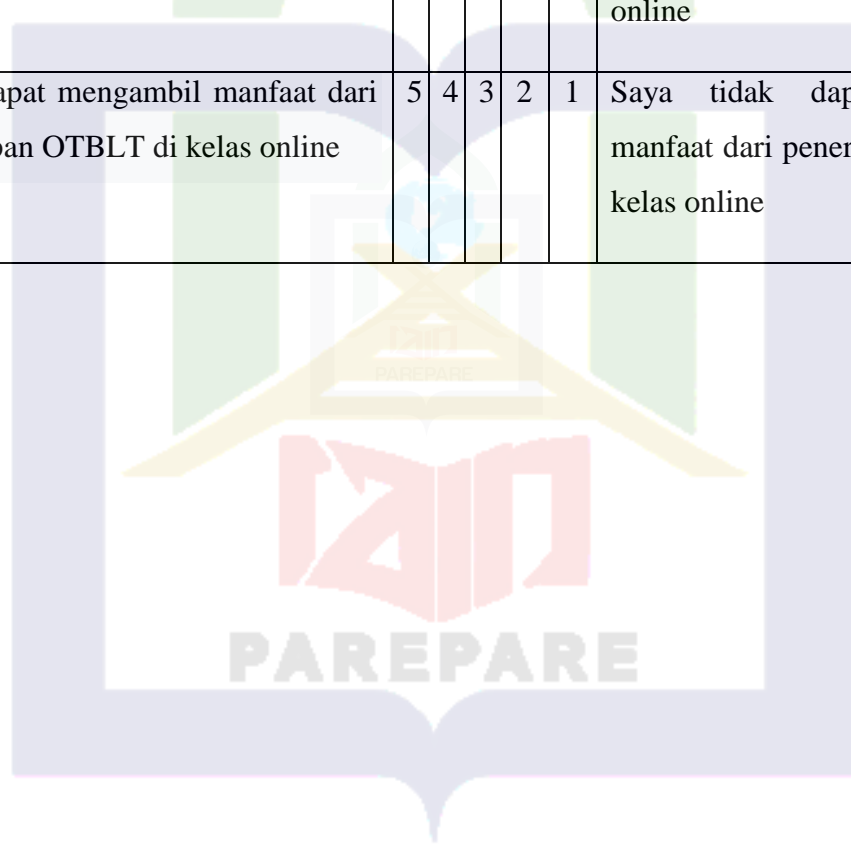
Persepsi siswa tentang online task-based language teaching (OTBLT)

1.	Saya tertarik jika guru menerapkan OTBLT di kelas online.	5	4	3	2	1	Saya tidak tertarik jika guru menerapkan OTBLT di kelas online.
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2.	OTBLT menyediakan suasana santai ketika guru mempromosikan penggunaan bahasa target.	5	4	3	2	1	OTBLT tidak menyediakan suasana santai ketika guru mempromosikan penggunaan bahasa target.

3.	OTBLT memenuhi kebutuhan dan minat siswa	5	4	3	2	1	OTBLT tidak memenuhi kebutuhan dan minat siswa
4.	OTBLT membantu saya mengembangkan keterampilan terintegrasi di dalam kelas online.	5	4	3	2	1	OTBLT tidak membantu saya mengembangkan keterampilan terintegrasi di dalam kelas online.
5.	OTBLT memberikan banyak beban psikologis pada siswa.	5	4	3	2	1	OTBLT tidak memberikan banyak beban psikologis siswa.
6	OTBLT membutuhkan banyak waktu persiapan dibandingkan dengan pendekatan lain	5	4	3	2	1	OTBLT tidak membutuhkan banyak waktu persiapan dibandingkan dengan pendekatan lain
7	OTBLT tepat untuk membuat penataan kelas online	5	4	3	2	1	OTBLT tidak tepat untuk membuat penataan kelas online
8	Materi OTBLT harus bermakna dan memiliki tujuan berdasarkan konteks dunia nyata.	5	4	3	2	1	Materi OTBLT tidak harus bermakna dan memiliki tujuan berdasarkan konteks dunia nyata.
9	Saya dapat mengerjakan suatu tugas bahasa Inggris dengan baik dalam	5	4	3	2	1	Saya tidak dapat mengerjakan suatu tugas bahasa Inggris dengan

	kelas online						baik dalam kelas online
10.	OTBLT berguna di kelas besar	5	4	3	2	1	OTBLT tidak berguna di kelas besar
11.	OTBLT dapat meningkatkan kreativitas dan kemampuan saya dalam melakukan sesuatu	5	4	3	2	1	OTBLT tidak dapat meningkatkan kreativitas dan kemampuan saya dalam melakukan sesuatu
12.	Saya bersemangat dalam pelajaran berbasis tugas secara online	5	4	3	2	1	Saya tidak bersemangat dalam pelajaran berbasis tugas secara online
13.	Saya dapat mengambil manfaat dari penerapan OTBLT di kelas online	5	4	3	2	1	Saya tidak dapat mengambil manfaat dari penerapan OTBLT di kelas online



RESULT OF THE RESPONDENTS

1. Result of the Teachers' Responses

NO.	NAMA	ITEM JAWABAN														JUMLAH
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	Responden 1	5	5	4	5	5	5	5	5	5	5	1	5	5	5	65
2	Responden 2	5	5	2	5	4	1	3	1	2	4	5	5	1	4	47
3	Responden 3	4	4	4	3	3	3	3	4	4	3	3	3	4	4	49
4	Responden 4	3	4	4	3	4	2	2	4	2	2	4	1	2	4	41
5	Responden 5	5	3	2	3	3	4	1	3	3	4	2	1	1	3	38
6	Responden 6	2	5	1	3	5	5	4	2	3	5	4	4	3	5	51
7	Responden 7	5	4	3	3	4	4	4	3	4	3	2	4	3	3	49
8	Responden 8	3	3	5	4	3	2	4	3	2	4	5	2	3	2	45
9	Responden 9	5	3	2	3	2	3	5	3	2	5	4	3	2	2	44
10	Responden 10	3	3	2	3	5	3	3	3	2	3	3	2	3	4	42
11	Responden 11	3	3	4	3	4	3	3	4	3	4	4	3	3	3	47
12	Responden 12	3	4	4	4	4	3	4	5	3	5	5	3	3	4	54
13	Responden 13	4	5	4	4	4	3	4	5	3	4	4	3	3	3	53
14	Responden 14	3	4	3	4	2	3	3	3	3	4	4	4	3	3	46
15	Responden 15	3	4	3	5	3	4	5	3	3	5	4	3	3	3	51
16	Responden 16	3	3	2	3	1	3	4	5	3	3	4	3	3	4	44
17	Responden 17	3	3	3	3	2	3	3	4	3	3	3	1	4	2	40
18	Responden 18	3	2	2	4	2	2	4	4	4	4	4	4	3	4	46
19	Responden 19	4	4	4	4	3	2	4	4	4	4	4	3	3	3	49
20	Responden 20	5	5	5	4	2	1	5	5	4	4	5	5	5	5	60
21	Responden 21	5	5	5	4	2	1	5	5	4	5	5	4	5	4	59
22	Responden 22	2	2	4	3	3	3	2	4	2	3	5	5	5	5	48
23	Responden 23	4	4	3	3	3	4	4	4	3	3	5	3	3	4	50
24	Responden 24	5	5	5	5	4	2	3	4	3	3	4	3	3	4	53
25	Responden 25	4	3	3	4	2	3	3	3	4	3	2	2	2	4	42
26	Responden 26	4	4	4	5	3	1	3	4	4	4	5	3	3	4	51
27	Responden 27	3	3	3	4	1	3	4	5	5	3	3	2	2	3	44
28	Responden 28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
29	Responden 29	3	2	2	3	2	4	2	4	2	3	3	2	2	2	36
30	Responden 30	4	4	3	3	3	4	4	4	3	3	5	3	3	4	50
	MEAN	4	4	3	4	3	3	4	3.8	3	4	4	3	3	3.6	1436

2. Result of the Students' Responses

NO.	NAMA	ITEM JAWABAN													JUMLAH
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	Responden 1	5	5	4	2	2	1	5	5	5	5	5	5	5	54
2	Responden 2	4	5	4	3	1	3	2	3	5	3	5	3	5	46
3	Responden 3	3	4	3	5	3	3	3	4	3	3	4	4	3	45
4	Responden 4	3	5	4	5	1	2	4	5	5	4	5	4	5	52
5	Responden 5	3	2	2	3	3	1	5	4	3	4	4	3	3	40
6	Responden 6	3	5	5	5	1	1	4	5	5	5	5	5	5	54
7	Responden 7	4	4	3	3	2	1	3	4	3	5	4	3	3	42
8	Responden 8	5	4	5	5	3	1	5	5	5	5	4	4	4	55
9	Responden 9	4	5	5	4	3	1	5	4	4	4	5	4	5	53
10	Responden 10	3	4	5	3	2	1	4	3	4	3	4	2	4	42
11	Responden 11	3	4	2	1	2	1	3	1	4	3	4	5	4	37
12	Responden 12	4	3	4	3	1	3	3	1	3	4	3	4	3	39
13	Responden 13	5	3	5	4	4	1	5	5	5	5	4	5	4	55
14	Responden 14	2	4	3	4	4	2	3	2	4	3	3	2	4	40
15	Responden 15	4	3	4	3	2	4	4	3	4	3	4	4	4	46
16	Responden 16	5	5	3	4	4	1	5	5	5	5	5	5	5	57
17	Responden 17	4	4	4	4	2	2	5	3	4	5	5	4	5	51
18	Responden 18	3	4	3	4	3	2	3	4	3	4	3	4	3	43
19	Responden 19	2	5	5	1	4	5	2	5	3	2	2	3	2	41
20	Responden 20	3	3	4	3	2	3	4	3	5	5	3	3	4	45
21	Responden 21	4	5	3	3	1	2	4	3	5	4	5	4	5	48
22	Responden 22	2	2	2	4	4	4	2	2	2	2	2	2	2	32
23	Responden 23	3	3	4	2	1	1	2	5	2	2	3	1	2	31
24	Responden 24	3	4	3	3	3	2	3	2	3	3	3	4	4	40
25	Responden 25	3	3	3	4	2	3	4	4	5	4	4	4	3	46
26	Responden 26	4	3	3	3	3	2	3	5	2	4	3	2	3	40
27	Responden 27	3	3	4	4	3	2	3	2	2	2	3	4	2	37
28	Responden 28	4	4	4	5	2	3	3	3	3	5	5	4	4	49
29	Responden 29	3	3	4	3	4	2	4	3	3	2	3	3	3	40
30	Responden 30	4	3	3	3	3	3	3	3	3	4	4	5	5	46
31	Responden 31	3	3	4	4	3	3	4	4	5	3	3	3	4	46
32	Responden 32	3	3	3	3	3	3	3	3	3	3	3	3	3	39
33	Responden 33	5	2	4	4	2	1	3	3	4	3	4	3	4	42

34	Responden 34	3	4	3	3	4	3	3	4	3	5	3	4	4	46
35	Responden 35	3	3	5	1	1	5	3	3	5	3	1	3	1	37
36	Responden 36	5	5	5	5	1	1	5	5	5	5	5	5	5	57
37	Responden 37	5	4	4	4	4	3	4	3	5	5	5	2	4	52
38	Responden 38	3	4	4	5	2	5	4	5	4	5	5	4	5	55
39	Responden 39	3	4	3	3	3	2	3	4	5	5	4	4	5	48
40	Responden 40	5	4	5	5	2	1	5	4	5	4	5	4	5	54
41	Responden 41	3	3	2	3	2	5	3	1	3	3	2	1	2	33
42	Responden 42	3	5	3	2	3	3	2	5	3	2	1	3	4	39
43	Responden 43	3	3	3	3	3	3	3	3	3	3	3	3	3	39
44	Responden 44	5	5	5	5	1	1	1	5	5	5	5	5	5	53
45	Responden 45	4	4	3	2	4	3	4	4	3	2	2	3	2	40
46	Responden 46	4	5	5	5	4	3	4	4	5	4	5	5	5	58
47	Responden 47	5	3	2	2	5	1	3	2	5	3	2	5	2	40
48	Responden 48	3	3	3	3	2	2	3	3	4	3	3	4	4	40
49	Responden 49	3	4	3	4	2	2	4	3	4	3	3	4	4	43
50	Responden 50	2	3	3	2	3	4	3	3	5	3	5	4	3	43
51	Responden 51	3	3	4	4	4	3	4	5	4	3	4	4	5	50
52	Responden 52	3	2	3	2	2	4	3	5	5	5	5	3	5	47
53	Responden 53	4	3	3	4	2	2	4	5	4	3	4	5	3	46
54	Responden 54	4	3	3	3	4	3	3	3	2	2	3	4	3	40
55	Responden 55	5	5	5	5	1	1	5	5	5	5	5	5	5	57
56	Responden 56	3	3	3	3	3	3	3	3	3	3	3	3	3	39
57	Responden 57	3	3	3	3	3	3	3	3	3	3	3	3	3	39
58	Responden 58	3	3	3	3	3	3	3	3	3	3	3	3	1	37
59	Responden 59	4	3	3	4	2	3	4	3	4	3	3	4	4	44
60	Responden 60	5	5	5	5	5	4	5	5	4	5	5	5	5	63
61	Responden 61	3	3	3	3	3	3	3	3	3	3	3	3	3	39
62	Responden 62	5	5	5	5	1	1	5	5	5	5	5	5	5	57
63	Responden 63	2	3	2	4	4	1	3	3	2	2	1	3	2	32
64	Responden 64	3	3	3	3	3	3	3	3	3	3	3	3	3	39
65	Responden 65	3	3	3	3	3	3	3	3	3	3	3	3	3	39
66	Responden 66	3	3	3	3	3	3	3	3	3	3	3	3	3	39
67	Responden 67	3	3	2	2	3	2	2	4	2	3	2	3	3	34
68	Responden 68	4	3	2	3	5	4	4	4	4	5	3	3	4	48
69	Responden 69	4	4	4	4	1	1	4	5	3	5	5	4	5	49

70	Responden 70	2	4	3	3	2	1	5	4	3	3	3	2	2	37
71	Responden 71	3	5	5	5	1	3	2	5	5	5	5	3	4	51
72	Responden 72	3	4	3	3	2	3	3	4	3	4	4	3	3	42
73	Responden 73	3	4	3	3	4	3	4	4	4	4	3	3	3	45
74	Responden 74	3	3	3	2	1	3	3	5	3	4	3	2	3	38
75	Responden 75	2	4	3	2	3	2	4	3	4	2	5	2	2	38
76	Responden 76	3	3	2	4	2	2	3	4	4	3	4	2	4	40
77	Responden 77	4	3	3	5	3	2	3	4	5	3	4	5	4	48
78	Responden 78	4	3	3	4	3	2	4	4	5	3	4	5	5	49
79	Responden 79	5	5	4	4	3	3	5	4	4	4	4	5	4	54
80	Responden 80	3	3	2	3	3	3	3	3	3	3	3	3	3	38
81	Responden 81	4	5	4	4	3	1	4	4	5	4	4	3	5	50
82	Responden 82	5	5	5	4	2	2	4	4	3	4	4	5	5	52
83	Responden 83	4	1	3	5	1	1	4	4	4	5	5	3	5	45
84	Responden 84	3	2	3	2	1	4	5	3	4	1	5	4	2	39
85	Responden 85	3	3	3	3	3	3	3	3	3	3	3	3	3	39
86	Responden 86	4	5	4	4	3	2	4	3	5	5	5	5	4	53
87	Responden 87	3	3	3	3	3	3	3	3	3	3	3	3	3	39
88	Responden 88	3	3	2	2	3	2	2	4	2	3	2	3	3	34
89	Responden 89	3	2	3	1	4	3	3	3	3	3	3	3	3	37
90	Responden 90	3	3	3	3	3	3	3	3	3	3	3	3	3	39
91	Responden 91	1	3	3	4	3	3	3	4	3	3	5	2	2	39
92	Responden 92	4	3	3	3	5	3	4	5	3	5	3	3	4	48
93	Responden 93	3	3	3	3	3	3	3	3	3	3	3	3	3	39
94	Responden 94	4	3	3	3	3	3	3	3	3	3	3	3	3	40
95	Responden 95	3	3	3	3	4	3	3	3	3	4	3	3	3	41
96	Responden 96	3	3	3	3	3	3	3	3	3	3	3	3	3	39
97	Responden 97	3	3	3	3	3	3	3	3	3	3	3	3	3	39
98	Responden 98	5	5	5	5	1	1	5	5	5	5	5	5	5	57
99	Responden 99	3	4	3	4	3	3	3	3	3	3	4	3	3	42
100	Responden 100	4	2	3	3	3	4	2	5	3	3	3	3	3	41
101	Responden 101	3	3	3	3	3	3	3	3	3	3	3	3	3	39
102	Responden 102	3	4	3	2	2	3	3	3	2	3	3	3	4	38
103	Responden 103	3	3	3	3	3	3	3	3	3	3	3	3	2	38
104	Responden 104	3	3	3	3	3	3	3	3	3	3	3	3	3	39
105	Responden 105	3	3	3	3	3	3	3	3	3	3	3	3	3	39

106	Responden 106	4	3	2	5	2	3	3	3	3	2	3	5	5	43
107	Responden 107	3	4	4	5	2	1	5	4	3	5	4	4	4	48
108	Responden 108	4	4	5	5	4	1	5	3	3	4	4	3	4	49
109	Responden 109	1	4	1	1	5	3	3	3	4	3	1	1	3	33
110	Responden 110	3	3	2	2	1	3	2	4	2	4	3	1	3	33
111	Responden 111	2	4	2	4	1	5	2	3	5	4	5	1	2	40
112	Responden 112	5	5	5	5	5	1	5	5	5	5	5	5	1	57
113	Responden 113	3	3	3	3	3	3	3	3	3	3	3	3	3	39
114	Responden 114	1	1	1	1	5	5	1	1	1	1	1	1	1	21
115	Responden 115	3	3	3	3	3	3	3	3	3	3	3	3	3	39
116	Responden 116	4	3	4	3	2	3	4	3	4	3	3	2	3	41
117	Responden 117	4	5	2	3	1	1	3	4	3	4	3	3	5	41
118	Responden 118	3	4	2	1	4	4	5	3	2	4	1	3	4	40
119	Responden 119	4	4	5	4	3	4	4	4	4	4	4	3	4	51
120	Responden 120	4	4	5	4	3	4	4	4	4	4	4	3	3	50
121	Responden 121	2	2	3	4	1	1	4	3	2	1	3	2	3	31
122	Responden 122	3	5	3	4	1	3	4	5	3	5	4	3	2	45
123	Responden 123	3	4	4	4	2	1	3	4	3	4	3	4	5	44
124	Responden 124	2	3	4	2	3	1	2	3	4	2	3	4	3	36
125	Responden 125	5	5	5	5	1	1	5	2	5	5	5	5	5	54
126	Responden 126	4	4	3	5	1	2	4	5	4	4	5	4	4	49
127	Responden 127	3	3	3	3	2	2	3	4	3	3	4	4	3	40
128	Responden 128	5	1	2	4	3	3	4	3	3	3	4	3	3	41
129	Responden 129	4	4	3	3	3	3	3	3	4	4	3	4	3	44
130	Responden 130	3	4	3	4	1	2	4	4	3	4	4	4	4	44
131	Responden 131	3	3	4	3	3	3	3	3	4	3	3	2	2	39
132	Responden 132	3	4	4	3	2	3	3	4	3	3	4	1	3	40
133	Responden 133	5	5	5	5	3	2	5	5	5	5	5	5	5	60
134	Responden 134	3	3	3	3	3	3	3	3	3	3	3	3	3	39
135	Responden 135	4	3	3	3	4	1	3	3	3	3	3	3	2	38
136	Responden 136	4	4	4	2	4	4	3	4	4	4	4	4	2	47
137	Responden 137	3	3	1	1	4	5	1	4	5	3	3	2	4	39
138	Responden 138	5	4	5	5	1	1	5	5	5	5	5	5	5	56
139	Responden 139	3	4	3	3	2	2	3	4	3	2	3	3	3	38
140	Responden 140	3	3	3	4	3	3	3	3	3	3	4	3	3	41
141	Responden 141	4	3	1	2	4	5	2	5	3	1	5	2	3	40

142	Responden 142	3	3	3	3	3	3	3	3	3	3	3	3	3	39
143	Responden 143	3	3	5	2	4	5	4	3	5	4	4	3	4	49
144	Responden 144	3	2	5	5	1	4	2	2	3	3	3	5	5	43
145	Responden 145	3	3	4	3	1	3	4	3	3	3	1	4	3	38
146	Responden 146	4	4	5	4	1	2	4	4	4	4	5	3	4	48
147	Responden 147	3	5	3	3	3	3	3	3	3	3	3	3	3	41
148	Responden 148	3	2	2	3	3	4	2	4	3	3	2	3	2	36
149	Responden 149	3	5	4	4	4	3	4	5	2	3	5	4	3	49
150	Responden 150	4	5	4	5	2	2	5	5	4	5	4	5	4	54
151	Responden 151	3	3	2	5	3	4	3	1	1	3	1	3	3	35
152	Responden 152	4	3	3	5	3	1	3	3	4	3	4	5	4	45
153	Responden 153	3	4	3	4	2	2	4	4	4	3	3	4	3	43
154	Responden 154	3	4	5	3	3	4	2	2	4	4	3	1	3	41
155	Responden 155	5	5	4	4	3	1	4	3	4	3	3	2	3	44
156	Responden 156	4	5	5	3	2	2	3	2	5	4	1	5	2	43
157	Responden 157	5	5	5	4	3	1	5	3	5	4	5	3	5	53
158	Responden 158	3	2	4	3	2	2	2	4	2	3	4	5	4	40
159	Responden 159	5	3	3	4	3	4	2	4	3	3	3	4	3	44
160	Responden 160	4	3	3	4	3	3	5	3	5	4	1	3	5	46
161	Responden 161	4	4	4	3	3	3	4	4	3	4	3	3	3	45
162	Responden 162	5	5	4	4	2	1	2	3	4	3	3	2	5	43
163	Responden 163	5	4	4	4	2	2	4	5	4	5	5	5	5	54
164	Responden 164	3	4	3	4	2	3	4	4	3	3	4	3	4	44
165	Responden 165	3	3	4	2	2	3	2	5	3	2	3	2	3	37
166	Responden 166	3	2	2	3	3	4	2	3	2	2	3	3	2	34
167	Responden 167	3	4	4	3	3	2	3	4	3	3	3	4	3	42
168	Responden 168	2	2	2	2	5	4	2	2	2	2	2	2	2	31
169	Responden 169	3	1	3	3	3	3	3	3	4	3	3	4	3	39
170	Responden 170	3	3	3	4	1	3	3	1	3	2	2	3	2	33
171	Responden 171	2	3	5	1	3	4	3	4	5	3	4	5	3	45
172	Responden 172	3	5	4	5	2	3	5	4	5	3	4	5	5	53
173	Responden 173	3	2	4	4	2	3	4	3	3	4	3	4	3	42
174	Responden 174	3	2	3	2	4	3	4	5	3	2	2	2	4	39
175	Responden 175	5	5	5	5	1	1	5	5	5	5	5	5	5	57
176	Responden 176	2	3	3	2	5	1	4	3	2	1	4	5	3	38
177	Responden 177	5	4	4	5	2	1	4	5	4	5	4	4	5	52

178	Responden 178	3	3	3	3	4	3	3	5	3	3	3	3	42
179	Responden 179	2	3	4	3	3	2	3	3	4	4	3	3	41
180	Responden 180	1	2	4	3	5	4	3	4	1	2	3	4	40
181	Responden 181	2	3	4	3	4	3	4	3	2	3	4	3	40
182	Responden 182	3	5	3	4	2	3	4	4	3	4	2	4	44
183	Responden 183	4	5	4	5	2	1	5	4	4	5	4	5	52
184	Responden 184	3	5	4	4	3	2	3	4	4	4	3	4	47
185	Responden 185	4	3	5	3	2	3	1	2	3	4	2	3	39
186	Responden 186	3	3	2	3	3	3	3	3	3	3	3	3	38
187	Responden 187	3	4	2	4	4	5	5	3	2	4	3	5	46
188	Responden 188	3	4	5	3	5	2	5	3	4	5	3	4	51
189	Responden 189	3	2	4	4	3	4	3	4	3	2	3	4	41
190	Responden 190	3	2	4	5	4	3	4	5	2	4	3	5	46
191	Responden 191	3	3	1	1	1	4	4	4	3	4	4	3	40
192	Responden 192	2	3	4	2	2	2	2	5	3	2	3	4	36
193	Responden 193	3	5	5	5	1	1	5	5	5	5	5	5	55
194	Responden 194	2	3	4	3	3	2	3	3	4	4	3	3	41
195	Responden 195	1	2	4	3	5	4	3	4	1	2	3	4	40
	MEAN	3.4	3.5	3.4	3.4	3	3	3	3.6	3.5	3.5	3.5	3.5	8481



RESULT OF TEACHERS' AND STUDENTS' PERCEPTION

1. Teachers' perception

Item statements	Positive		Negative	
	F	%	F	%
I am interested in implementing OTBLT in class	28	93	2	6
OTBLT provides a relaxed atmosphere to promote the target language use	27	90	3	10
OTBLT meets learners' needs and interest	22	73	8	26
OTBLT helps to develop integrated skills in class	30	100	0	0
OTBLT lays much psychological burden on teachers	20	66	10	33
OTBLT requires much preparation time compared to other approaches	21	70	9	30
OTBLT is proper for making classroom arrangements	26	86	4	13
OTBLT materials should be meaningful and purposeful based on real word context	28	93	2	6
Learners will not be able to do a task unless their English is fluent and accurate	23	76	7	23
OTBLT is not useful in large classes	29	96	1	3
OTBLT can promote learners creativity and ability to do things	26	86	4	13
Low proficient learners are able to do task well	22	73	8	26
My learners are not excited in online task-based lesson	23	76	7	23
My learners cannot benefit from implementing OTBLT in class	26	86	4	13

2. Students' perception

Item statements	Positive		Negative	
	F	%	F	%
I am interested if teachers apply OTBLT in online classes	173	88	22	11
OTBLT provides a relaxed atmosphere when the teacher promotes the use of the target language	172	88	23	11
OTBLT meets learners' needs and interest	167	85	28	14
OTBLT helps me develop integrated skills in online classes	162	83	33	16
OTBLT luy much psychological burden on students	117	60	78	40
OTBLT requires much preparation time compared to other approaches	114	58	81	41
OTBLT is proper for making classroom arrangements	168	86	27	13
OTBLT materials should be meaningful and purposeful based on real word context	178	91	17	8
I can do an English assignment well in an online class	171	87	24	12
OTBLT is not useful in large classes	168	86	27	13
OTBLT can increase my creativity and ability to do something	172	88	23	11
I am not passionate about online task-based learning	167	85	28	14
I cannot benefit from implementing OTBLT in online classes	163	83	32	16

LETTER OF PERMISSION



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH VIII
BARRU, PAREPARE, SIDRAP

Jalan Jenderal Sudirman No. 123 Parepare, Kode Pos 91125
email: cabdiswil8@gmail.com

REKOMENDASI

Nomor : 867 / 4185 -CD.WILVIII/DISDIK

Yang Bertanda tangan dibawah ini, Kepala Cabang Dinas Pendidikan Wilayah VIII, menerangkan bahwa :

- Nama : NUR AISAH
- NIM : 18.0213.016
- Fakultas/program studi : Tadris / Bahasa Inggris
- Lembaga : Institut Agama Islam Negeri Parepare

Memberikan izin penelitian di SMA Negeri dan SMK Negeri Se-Kota Parepare, mulai Tanggal 15 November s.d 13 Desember 2021 dengan terlebih dahulu berkoordinasi dengan sekolah yang dituju dan hasil Penelitian setelah selesai dilaporkan ke Cabang Dinas Pendidikan Wilayah VIII.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 11 November 2021

KEPALA,


Dra.SURIYANI A.NUR RASULY,M.Pd
Nip. 19651128 199203 2 006



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 PAREPARE

Alamat : Jl. Matahari No. 3 Telp. 21369 Parepare 91111
Website : www.sman1parepare.sch.id email : sma1parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 422/024-UPT SMA. 1/Parepare/Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Parepare menerangkan bahwa :

Nama : Nur Aisah
NIM : 18.0213.016
Program Studi : Tadris / Bahasa Inggris
Alamat : Desa Marannu Kab. Pinrang

Benar telah melakukan penelitian di SMA Negeri 1 Parepare pada tgl. 15 November s.d. 31 Desember 2021 dalam rangka penyusunan tesis yang berjudul :

**" TEACHER' AND STUDENTS' PERCEPTION OF ONLINE
TASK-BASED LANGUAGE TEACHING (OTBLT)
IN SENIOR HIGH SCHOOL OF PAREPARE "**

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan seperlunya.

Parepare, 02 Pebruari 2022

Kepala

Des. E r m i n, M.Pd.
Pangkal Pembina Tk. I
NIP : 19660402 199503 1 003



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 PAREPARE

Jalan.Jend.Sudirman No.31 Telp.21982 – 21674 Kotak Pos 18 Parepare 91122
Website : <http://www.sman2parepare.sch.id> Email : smada_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor : 048 / 421.3 / SMA.02 / II / 2022

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Parepare menerangkan bahwa :

N a m a : NUR AISAH
N I M : 18.0213.016
Fakultas/Program Studi : Tadris / Bahasa Inggris
Lembaga : Institut Agama Islam Negeri Parepare

Benar yang tersebut namanya di atas telah mengadakan Penelitian di UPT SMA Negeri 2 Parepare pada tgl 15 November s/d 13 Desember 2021 berdasarkan rekomendasi dari Cabang Dinas Pendidikan Wilayah VIII (Barru, Parepare, Sidrap) nomor : 867/4185-CD.WIL VIII/DISDIK tanggal 11 November 2021 dengan judul penelitian :

“TEACHER AND STUDENTS’S PERCEPTION OF ONLINE TASK-BASED LANGUANGE TEACHING (OTBLT) IN SENIOR HIGH SCHOOL OF PAREPARE”

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.



Parepare, 02 Februari 2022
Pit. Kepala UPT SMA Negeri 2 Parepare
Drs. H. MUHAMMAD ANSHAR
NIP. 19640614 198903 1 014
SK No : 800/2099-Sekret.2/Disdik
Tanggal : 03 Maret 2021



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIKAN
UPT SMA NEGERI 3 PAREPARE**

Alamat: Jln. Pendidikan No. 9 Kel. Lembah Harapan Kec. Soreang Kota Parepare
Telepon: 0421-22836, Email: sma3parepare@gmail.com, Parepare 91132 Sulawesi Selatan

SURAT KETERANGAN PENELITIAN

Nomor : 070/008/UPT.SMA.03/PRP/DISDIK

Yang bertanda tangan di bawah ini Kepala Unit Pelaksana Teknis SMA Negeri 3 Parepare menerangkan bahwa:

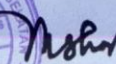
Nama : NUR AISAH
Tempat/Tgl Lahir : Tawau, 13 September 1994
NIM : 18.0213.016
Jenis Kelamin : Perempuan
Program Studi : FKIP/ PENDIDIKAN BAHASA INGGRIS
Lembaga : INSTITUT AGAMA ISLAM NEGERI PAREPARE
Alamat : PINRANG

Benar yang namanya tersebut diatas telah mengadakan penelitian mulai tanggal 15 November sampai dengan 13 Desember 2021, pada Unit Pelaksana Teknis SMA Negeri 3 Parepare dengan Judul Penelitian:

"TEACHERS' AND STUDENTS' PERCEPTION OF ONLINE TASK-BASED LANGUAGE TEACHING (OTBLT) IN SENIOR HIGH SCHOOL OF PAREPARE"

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan sebagaimana mestinya.

Parepare, 25 Januari 2022
Kepala UPT SMA Neg. 3 Parepare,


DRS. MUHAMMAD ANSHAR RAHIM, M.Pd
NIP. 19660716 199403 1 010



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 4 PAREPARE



Website : sman4parepare.sch.id E-mail : smanegeri4parepare@gmail.com
Jalan : Lasiming no. 22 Telp. /Fax (0421) 2918936, Kota Parepare 91113

SURAT TELAH MELAKUKAN PENELITIAN

Nomor : 421.3/020-UPT SMA 4/PARE/DISDIK

Berdasarkan Surat Rekomendasi Penelitian dari Dinas Pendidikan Wilayah VIII. Nomor : 867/4185-CD.WILL VIII/DISDIK. Sehubungan dengan hal tersebut, maka yang bertanda tangan dibawah ini Kepala UPT SMAN 4 Parepare menerangkan bahwa :

Nama : NUR AISAH
Universitas/Lembaga : IAIN PAREPARE
Fakultas/Program Studi : TARBIYAH/PENDIDIKAN BHS. INGGRIS
Alamat : PINRANG

Telah melakukan penelitian di UPT SMAN 4 Parepare dengan judul penelitian "**TEACHERS AND STUDENTS PERCEPTION OF ONLINE TASK-BASED LANGUAGE TEACHING (OTBLT) IN SENIOR HIGH SCHOOL OF PAREPARE**". Dengan lama penelitian 1 bulan terhitung sejak 15 November-13 Desember 2021.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 02 Februari 2022
Kepala UPT SMA Negeri 4 Parepare



DR. MUHAMMAD TAHA TAKING, S.Pd, M.Pd
Pangkat : Pembina Tk. I
NIP. 19661208 199412 1 005



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

UPT SMKN 1 PAREPARE

Jl. BauMassepe No. 34 ((0421) 3310382 - Fax. (0421) 3310382 Parepare (91123)
Email : smkn1_pare@yahoo.com Website : www.smkn1pare.id

SURAT KETERANGAN PENELITIAN

Nomor : 005/009- UPT SMKN.1/PRP/DISDIK

Yang bertanda tangan dibawah ini Kepala Unit Pelaksana Teknis SMK NEGERI 1 Parepare menerangkan bahwa :

Nama : NUR AISAH
Tempat/Tgl Lahir : Tawau, 13 September 1994
NIM : 18.0213.016
Jenis Kelamin : Perempuan
Program Studi : FKIP/Pendidikan bahasa Inggris
Lembaga : INSTITUT AGAMA ISLAM NEGERI PAREPARE
Alamat : PINRANG

Benar yang namanya tersebut diatas telah mengadakan penelitian mulai tanggal 15 November s.d 13 Desember 2021, pada Unit Pelaksana Teknis SMK NEGERI 1 PAREPARE dengan Judul Penelitian: "**TEACHERS' AND STUDENTS' PERCEPTION OF ONLINE TASK-BASED LANGUAGE TEACHING (OTBLT) IN SENIOR HIGH SCHOOL OF PAREPARE**"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kepala UPT, SMKN 1 Parepare



ANWAR NUR, S.Pd., M.Si

Pangkat : Pembina Tk.I

NIP. 19730428 199903 1 003



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 2 PAREPARE

Jl. Jend. Ahmad Yani No. 151 ☎ (0421) 21962 - Fax. (0421) 28149 Parepare 91131
Email : smknduapare2@yahoo.co.id Website : www.smknegeri2parepare.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 421.5/022-UPT SMKN.2/PRP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMK Negeri 2 Parepare menerangkan bahwa :

N a m a : NUR AISAH
NIM : 18.0213.016
Tempat / Tgl. Lahir : Tawau, 13 September 1994
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Alamat : Pinrang

Telah mengadakan penelitian pada UPT SMK Negeri 2 Parepare, dalam rangka penyusunan Tesis yang berjudul : **"TEACHER'S AND STUDENTS' PERCEPTION OF ONLINE TASK-BASED LANGUAGE TEACHING (OTBLT) IN SENIOR HIGH SCHOOL OF PAREPARE"**.

Selama ± 1 (satu) bulan terhitung mulai tanggal 15 November s/d 13 Desember 2021.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 21 Januari 2022
Kepala UPT SMK Negeri 2 Parepare



Abdoulah
Pangkat : Penata Muda Tk. I
NIK : 196605251987031007

Tembusan Yth :
Kepala Cabang Dinas Pendidikan Wilayah VIII di Parepare





PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMKN 3 PAREPARE

Jl. Karaeng Burane No. 16 Tlp/Fax (0421) 2917863 Kota Parepare 91111
Email : smkntigaparepare@gmail.com / Website : www.smkntigaparepare.sch.id

SURAT KETERANGAN

Nomor : 421.5/033_UPT SMKN.3/PARE/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMKN 3 Parepare menerangkan bahwa :

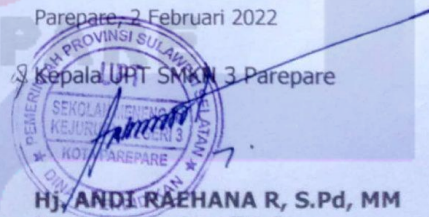
Nama : NUR AISAH
NIM : 18.0213.016
Program Studi : Tadris / Bahasa Inggris
PerguruanTinggi : IAIN Parepare

Benar telah melaksanakan penelitian di UPT SMKN 3 Parepare untuk memperoleh data dalam rangka penyusunan skripsi dengan judul penelitian : "**TEACHERS' AND STUDENTS' PERCEPTION OF ONLINE TASK – BASED LANGUAGE TEACHING (OTBL) IN SENIOR HIGH SCHOOL OF 3 PAREPARE**".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 2 Februari 2022

Kepala UPT SMKN 3 Parepare

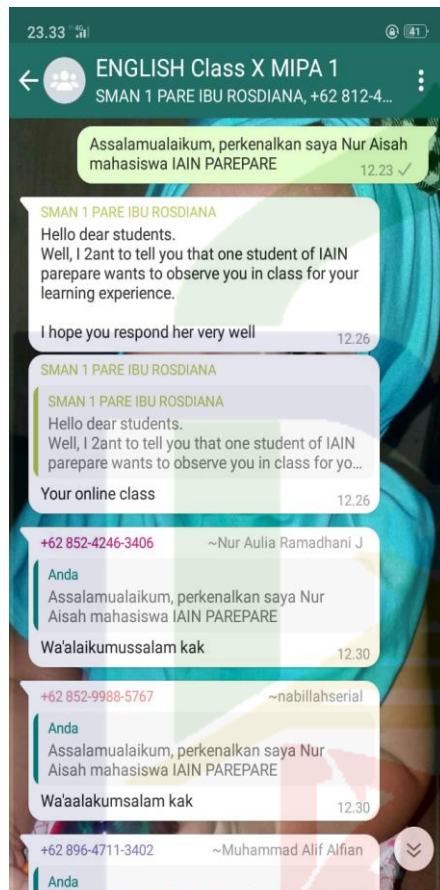


Hj. ANDI RAEHANA R, S.Pd, MM

Pangkat : Pembina TK. I

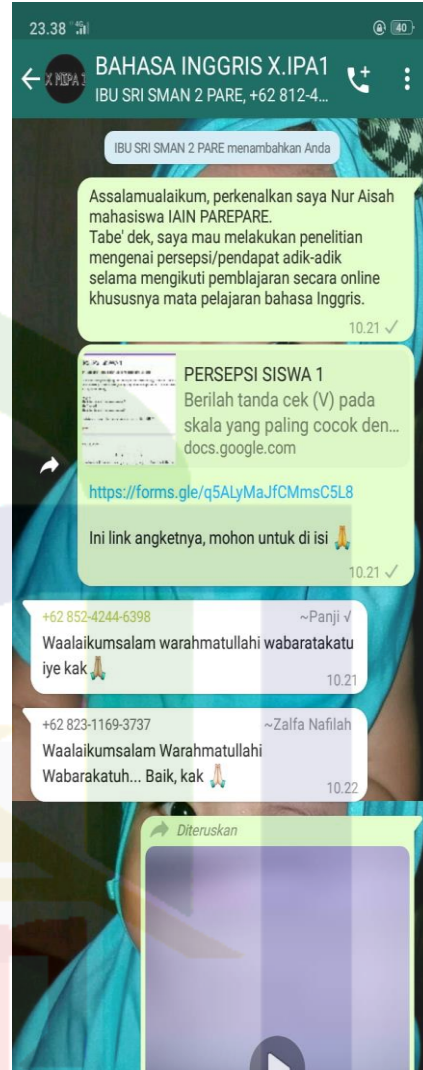
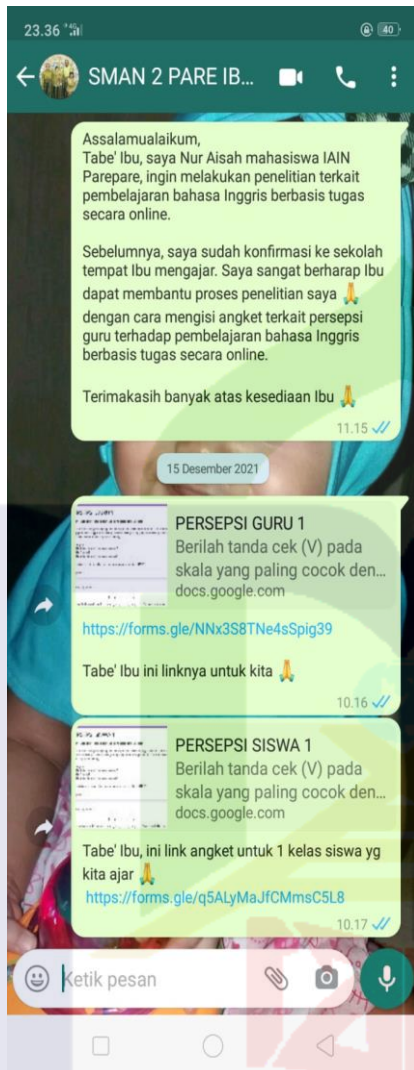
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DOCUMENTATION

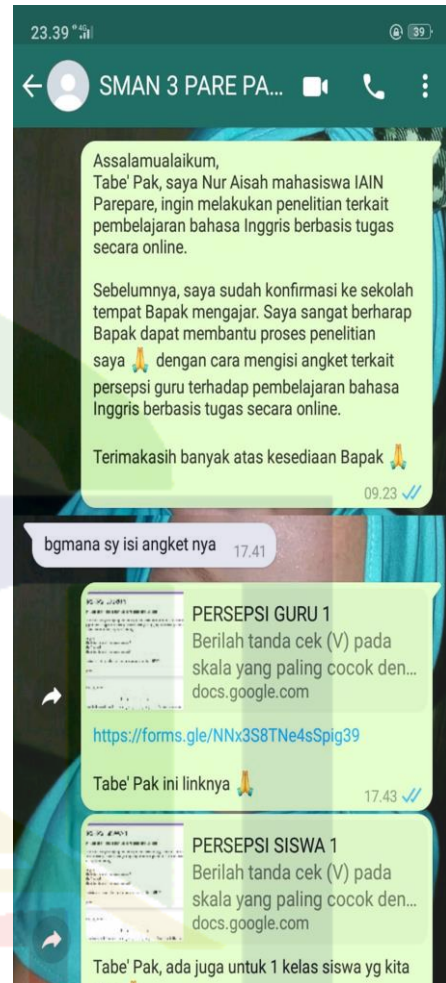
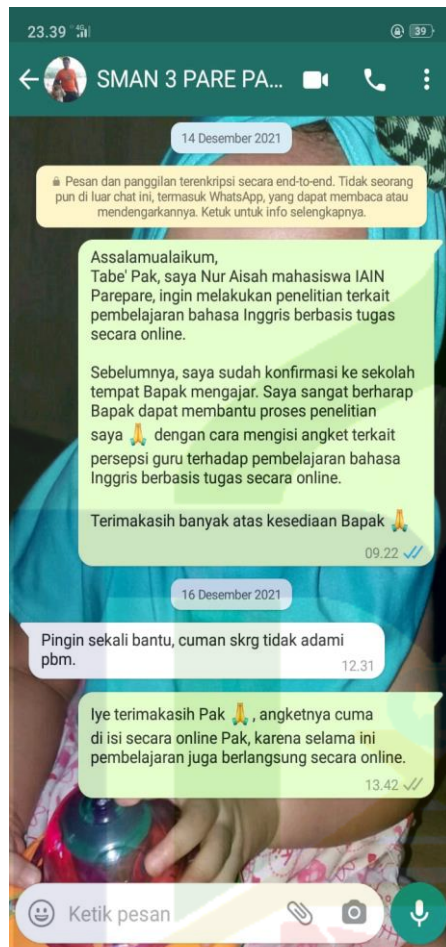


Anda tidak dapat mengirim pesan ke grup ini karena Anda bukan lagi peserta.

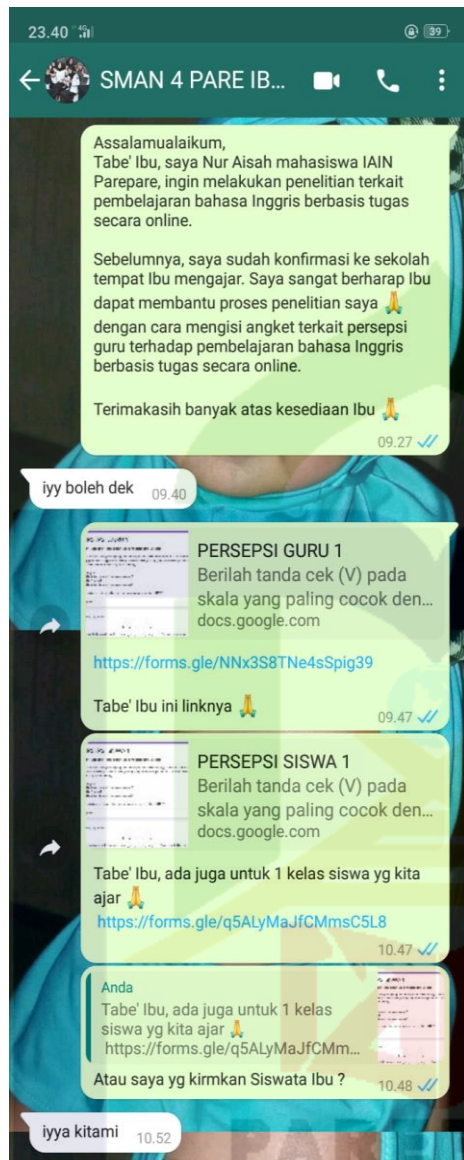


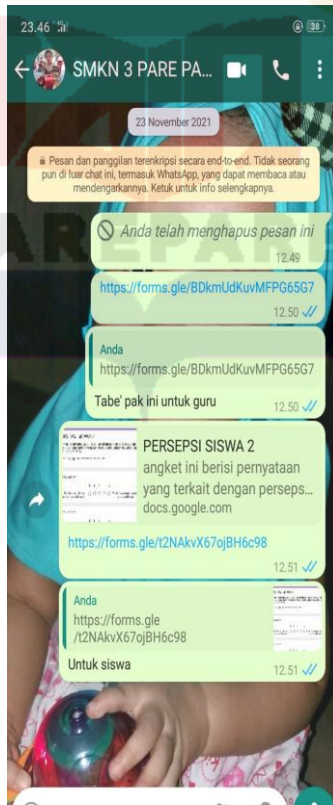


PAREPARE



PAREPARE





CURRICULUM VITAE



Nur Aisah was born in Tawau (Sabah-Malaysia), On September 13, 1994. She is the last child of five siblings in her family from the couple Lasurih and Hadimang. The writer started her study in elementary school at SDN 169 Kmp. Baru (Pinrang) and finish her study in 2006. In the same year, she continued her study at SMPN 2 Duampanua (Pinrang) and finished her study in 2009. Then, she continued her study at SMAN 1 Duampanua/SMAN 2 Pinrang and graduated in 2012. In the same year, she was accepted as an undergraduate student of State Islamic College (STAIN) of Parepare (now State Islamic Institute of (IAIN) Parepare). She completes her Sarjana Degree (S1) in 2016 specializing in English Education Study Program. In 2018, she was accepted as a postgraduate student majoring in English Education at State Islamic Institute of (IAIN) Parepare, and she was conducted research with the title —*Teachers' and Students' Perception of Online Task-Based Language Teaching (OTBLT) in Senior High Schools of Parepare.*