TEACHERS' PERCEPTIONS OF TASK-BASED LEARNING MODEL IN TEACHING ENGLISH: A CASE STUDY AT SMAN 1 LABUAPI IN ACADEMIC YEAR 2023/2024

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ABSTRACT

This research explores the perceptions, challenges, and how teacher overcome the challenges in implementing the Task-Based Learning (TBL) model in teaching English at SMAN 1 Labuapi, West Lombok, NTB. This is qualitative research with case study method that used questionnaire, interview, and document analysis to collect the data. The sample of this research is two English teachers from SMAN 1 Labuapi. The result shows that the teachers mostly have a good perception towards the task-based learning model. Besides, the teachers also faced some challenges in terms of time spent when using the model, and the lack of students' motivation and knowledge. To face those challenges, the teacher must give additional support and adding more time to the learning activity.

Keywords: teachers, perception, task-based learning model

INTRODUCTION

Learning is one of the most significant aspect in our life. Learning is the process by which each person makes an effort to change their behavior in order to gain new knowledge, skills, attitudes, and good values as a result of experiencing various kinds of things. It is a complex process that can occur in many different ways, and it is essential for human survival and development. Säljö (1979) stated that learning comes on a concept when people gain awareness of himself as a learner, the demands of the learning context, and both the short- and long-term impacts of learning. That is why learning is importance in our life because it is the most fundamental thing in self developments.

One of the most important things to learn in life is learning language. People learn language generally to socialize with other people. Every country in the world has its own official language to make the people in each country communicate easily. Nonetheless, English is among the most important languages in the world. The international language of

communication is English. Approximately 400 million people use English as their first language worldwide, despite it not being the most spoken language in the world. It is the official language of 53 nations. Furthermore, it is the most widely spoken second language worldwide. Approximately two billion people worldwide will be studying English by 2020, according to the British Council.

In Indonesia, English is the most important foreign language learned. Foreign languages are taught, including English, in Indonesia. In language education, the terms "foreign language" and "second language" are not the same. Languages that are not utilized for communication in the nation in which they are taught are considered foreign languages. A language that is not the primary language but is nonetheless widely spoken in a nation is known as a second language. Every level of education in Indonesia, from elementary school to university, requires English as a foreign language using the four language abilities of speaking, listening, reading, and writing, students must be able to communicate in English as a second language.

In connection with the recent implemented curriculum, Curriculum K–13 and Merdeka, Of course, one of the most significant subjects in formal education is English. The Merdeka curriculum's implementation demonstrates that learning is not just about knowledge acquisition but also about developing one's character, literacy, skills, and technological proficiency. Using student-oriented learning (also known as student-centered learning), the Merdeka Curriculum is implemented in English language learning at the middle school level. The curriculum, which includes the Basic Framework, Target Competency, Curriculum Structure, Learning Process, Assessment, Teaching Resources, and Curriculum Tools, is implemented at the English Learning High School level in accordance with the Merdeka Curriculum (Kharimah & Qamariah, 2023). Meanwhile in K13 Curriculum, the teachers believed that it is not effective to be implemented in every school because the students' need and characteristic of students from the school one to the others is different (Nurfarhati et al., 2018).

In the implementations of English learning in Indonesia, the roles of teachers are really important in making a good language learning process. The teacher should emerge students' excitement in learning language by using the right teaching methods. Teachers nowadays have various teaching style in transferring the knowledge to the students. The effectiveness of the learning progress can be caused by the implementation of the learning model. A good learning progress can lead the students gain a good understanding useful knowledge easily. There are several models that can be used in delivering the knowledge of English such as project-based learning, inquiry learning, discovery learning, problem-based learning, cooperative learning, flipped classroom, task-based learning, and etc. The teacher must have a good knowledge about each model and know what is the most suitable for their students.

Task-based learning (TBL) model has emerged as a prominent approach in English language teaching, aligning with the principles of communicative language teaching (CLT) (Larsen-Freeman & Anderson, 2011). Amrullah et al. (2019) stated that the concept of task has become an important element in syllabus design, classroom teaching and student assessment. Task-based learning has gone through various modifications in recent years and has been recommended as a way of communicative language teaching. TBL emphasizes the use of authentic tasks that simulate real-world situations, fostering meaningful engagement and promoting the development of fluency, communicative competence, and lifelong learning skills. By immersing learners in tasks that require them to use language for practical purposes, TBL encourages active participation, enhances vocabulary and grammar acquisition, and cultivates adaptability, problem-solving, and critical thinking skills. In addition, in the results of research conducted by Amrullah et al. (2019) shows that task-based approach can be used in learning to speak English.

At SMAN 1 LABUAPI, West Lombok, NTB, English is taught as a foreign language and the 4 skills (reading, speaking, listening, writing) are integrated on the learning progress.

However, the effectiveness of the implementations of TBL is unknown. Therefore, this research explored how the English teachers of SMAN 1 Labuapi perceive and engage with task-based learning models within their teaching environments. By exploring teachers' perceptions and challenges, the research identified potential barriers to the successful implementation of this model by conducting research entitled "Teachers' Perceptions of Task-Based Learning Model in Teaching English: A Case Study at SMAN 1 Labuapi in Academic Year 2023/2024".

RESEARCH METHOD
Research Design

A case study methodology is used in this descriptive qualitative research. A thorough summary of particular events experienced by individuals or groups of individuals is the aim of qualitative descriptive research, according to Lambert & Lambert (2012). This type of research is particularly helpful when researchers are trying to figure out who was involved, what was involved, and where things happened.

A case study research design that was conducted by the researcher as mention by Tellis (1997) to satisfy the three tenets of the qualitative method: describing, understanding, and explaining. Case study research is a qualitative research method that involves an in-depth study of a single unit or a small number of units. This unit can be an individual, a group, an organization, an event, or a process. Case studies are often used to explore complex phenomena in real-world settings. By using this research design, the researcher intends to discover about teacher perceptions of the task-based learning model in English teaching at SMAN 1 Labuapi through this research.

Research Population and Samples
Population

A population is a group of individuals who have the same characteristic. A target population (or the sampling frame) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study (Creswell, 2007). In this research, the population was the teacher who teach English in SMAN 1 Labuapi.

Samples

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2007). In this research, purposive sampling technique was used to define the samples. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are "information rich" (Creswell cited in Patton, 1990). In any given qualitative study, researcher decided to study a site, several sites, individuals or groups, or some combination. Purposeful sampling thus applies to both individuals and sites. In this case, the teachers who uses and have been used task-based learning on teaching English in SMAN 1 Labuapi was chose as the samples.

Sources of the Data

Data resource is really important in conducting research. Caudle as in Newcomer, et al. (2004) stated that data in qualitative research is making sense of relevant data gathered from sources such as interviews, on-site observations, and documents and then responsibly presenting what the data reveal. In this research, the primary source of the data was collected from the teachers as a result of interview, questionnaire, and the other source was from document analysis.

Data Collection Procedure

To collect the data, the researcher identified the data collection instrument first. Hox & Boeije (2005) stated that the most popular method of data collection is qualitative interviews in which interviewers are given the opportunity to talk about their experiences, views, and so on and the use of documents. In this research, interview and document analysis was used as the instrument to collect the data.

- Interview

Interviews are used to gather information from individuals 1-on-1, using a series of predetermined questions or a set of interest areas. Interviews are often recorded and transcribed (Paradis et al., 2016). In this research, the interview was developed based on the principles of TBL and teachers' knowledge toward the approach. After that, the interviews with the participants were conducted. Each participant was given open questions to answer differentially based on their understanding and perceptions towards TBL as a model of language learning. Responses from participants to the questions from the interview were directly recorded and coded for analysis during the data discussion.

- Questionnaire

Applying questionnaires provides an objective means to get data regarding people's behavior, attitudes, knowledge, and beliefs. Closed ended designs allow researchers to generate aggregated data more rapidly, but the potential response pool is smaller because the range of replies was predetermined by the researchers rather than the respondents. (Boynton & Greenhalgh, 2004)

- Documentation

Documentation is a systematic procedure for collecting, reviewing, and evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material (Bowen, 2009). It is important to note here that qualitative research requires robust data collection techniques and the documentation of the research procedure. In this research, the document collected was teachers' lesson plan, learning materials, and assessments.

Data Analysis

There are four key steps most qualitative data analysis approaches have in common, which are data collection, data reduction, data displays and conclusion drawing/verification. In this case, the data was analyzed from the results of interview, questionnaire, and documentation (Graue, 2015).

- Data reduction

Data was collected from conducting interviews and coded into plain text. The amount was overwhelming and therefore needs to be documented. After that, the data was reduced to manageable amounts that still need to be meaningful. Categorizing or coding the data were ways to organize and prepare the data and made it usable for the analysis. Doing the coding, it is crucial to assure that observation and resulting conclusion are reliable.

- Data display

In data display, the results of interviews and documentations that have been reduced was presented in table form and word descriptions. When displayed the data, it needs to be clear to the reader. The clear coded data allows the researcher to present findings and draw conclusions easily. At this point, the researcher stopped describing and starts explaining why things are as they are.

- Drawing conclusion/verifications

The research process finished with a conclusion. In drawing conclusion, the researcher defined the results of all the data into statements about the creditability of the informant. In this research, the conclusion was defined the perspective of teachers about TBL in English learning.

FINDINGS AND DISCUSSIONS

This chapter covers data analysis based on interviews, questionnaires, and documentation. The findings of this research aim to achieve the objective of this research which are to identify the English teachers' perception of the task-based learning, to explore the challenges faced by the English teachers in implementing the task-based learning model, and to investigate how teachers overcome challenges in implementing task-based learning model. The data was gained from 2 participants which are English teachers of SMAN 1 Labuapi.

Findings
Data Gained from the Questionnaire

Data were collected from 2 participants. They are 2 English teachers in SMAN 1 Labuapi. The questionnaire was given to respondents containing 20 statements that must be done by selecting one option between either strongly disagree (1), disagree (2), neutral (3), agree (4), or strongly agree (5). The result then calculated in the form of percentage. The questionnaire that was given to the first teacher collected on Friday, 2nd of February 2024, and the questionnaire that was given to the second teacher was collected on Monday, 5th of February 2024. The results of the questionnaire can be seen as follows.

Table 1. Result of questionnaire

Statements	Frequency and Percentage (%)				
	SD	D	N	A	SA
TBL is an effective way to teach English language skills.	-	-	-	100	-
TBL promotes students' creativity and innovation in the classroom.	-	-	-	100	-
TBL makes students learn actively in the English classroom.	-	-	50	50	-
TBL allows for better application of real-world English language skills.	-	-	-	100	-
TBL fosters a more positive and inclusive learning environment.	-	-	50	50	-
The integration of TBL in the English curriculum is feasible and proper.	-	-	50	50	-
I am confident in my ability to implement TBL effectively in my English classroom.	-	-	-	100	-
TBL positively impacts student motivation to learn English.	-	-	50	-	50
Overall, TBL helps students develop English skills (speaking, reading, listening writing).	-	-	-	50	50
I have access to the necessary resources and support to implement TBL.	-	-	50	-	50
TBL aligns with the educational goals and standards for English curriculum.	-	-	-	100	-
Overall, I am in favor of integrating TBL into the English curriculum.	-	-	50	-	50
TBL helps students develop critical thinking skills.	-	-	-	50	50
TBL activities improve students' communication skills.	-	-	-	-	100
Implementing TBL requires a careful planning and preparation.	-	-	-	-	100
Implementing TBL can be challenging in English teaching.	-	-	-	100	-
Assessing student learning in TBL can be challenging.	-	-	-	50	50
I can overcome the challenges in applying TBL in English teaching.	-	-	-	50	50
I feel confident in my ability to effectively facilitate TBL tasks.	-	-	-	50	50
Overall, I am satisfied with my experience using TBL in my English classes.	-	-	-	50	50

The result of questionnaire about task-based learning above can be explained into several points as follows.

a. Effectiveness of TBL in Teaching English:
- 100% of respondents agree that Task-Based Learning (TBL) is an effective way to teach English language skills.
- All respondents believe that TBL promotes creativity, innovation, and better application of real-world English language skills.

b. Active Learning and Positive Learning Environment:
- 50% of respondents agree that TBL makes students learn actively in the English classroom.
- TBL is seen as fostering a more positive and inclusive learning environment by 50% of the respondents.

c. Feasibility and Confidence in Implementation:
- Half of the respondents agree that the integration of TBL in the English curriculum is feasible and proper.
- 100% of the respondent's express confidence in their ability to implement TBL effectively in their English classrooms.

d. Student Motivation and Skill Development:
- TBL is perceived to positively impact student motivation to learn English by 50% of respondents.
- Half of the respondents believe that TBL helps students develop critical thinking skills and overall English language skills (speaking, reading, listening, writing).
- 100% of respondents agree that TBL activities improve students' communication skills.

e. Challenges and Support:
- Implementing TBL is considered challenging in English teaching by 100% of respondents.
- Assessing student learning in TBL and overcoming challenges in applying TBL in English teaching are perceived as moderately challenging by 50% of respondents.
- Half of the respondents feel confident in their ability to overcome these challenges and effectively facilitate TBL tasks.

f. Satisfaction and Alignment with Curriculum:
- 100% of respondents agree that TBL aligns with the educational goals and standards for the English curriculum.
- Half of the respondents are satisfied with their experience using TBL in their English classes.

Overall, the findings suggest that while TBL is highly regarded for its effectiveness in teaching English and promoting active learning, its implementation poses challenges that educators feel moderately confident in addressing. However, with proper planning, support, and confidence in facilitation, TBL can be successfully integrated into the English curriculum to enhance student learning outcomes.

Interview Results

The data of the interview was collected from two English teacher of SMAN 1 Labuapi. It was conducted in SMAN 1 Labuapi at 2nd and 5th February 2024. The questions consisted of six questions. The results of the interview can be seen below.

1. **The understanding of TBL:**

Task-Based Learning (TBL) is widely recognized as a pedagogical approach that places real-world tasks at the center of language instruction. One respondent offered a structured

explanation involving vocabulary introduction, text comprehension, and task completion, as said *"when I'm sure the student got the core vocab, I go to read the text and I make sure that all the student can read and understand the text then I translate into Indonesian, then I ask the student make the task."*

The other highlighted TBL's efficiency and potential for quick comprehension. As said *"model pembelajaran yang bisa selesai dalam satu kali pertemuan dan lebih cepat anak-anak paham."*

2. Suitability of TBL for English Subject

Both teachers agreed on TBL's suitability for teaching English. Their rationales focused primarily on perceived ease, simplicity, and also courage the students. As stated, *"yes, karena easy, lebih gampang sesi pembelajarannya."*, and *"Yeah I'm sure because by giving the student making the similar text that kind of task encourage the student about the material idea. It is fine to be used."*

3. Strengths and Weaknesses of TBL

The teachers identified strengths such as speed of completion and ease of material retention, but also acknowledged challenges related to students' comprehension and time constraints. These insights provide a balanced view of TBL. The teacher argued *"we need more time to train the student because the capability of the student here different from others. That is why I used the method. The strength, I'm very sure every single vocab I give to the student is very strong, the student will remember every single sentence I teach."* The other teacher also said *"Kelebihannya waktunya lebih cepat selesai, materinya gampang diingat oleh anak2. Kekurangannya anak-anak belum paham benar dengan materinya tetapi waktunya sudah habis."*

4. Challenges Faced

Both educators highlighted challenges such as student apathy towards learning English, limited resources, and time constraints. These systemic issues underscore the need for holistic approaches to TBL implementation, encompassing teacher professional development, curriculum design, and educational policy. *"The motivation of the students. The need of the material, some of the students don't need the material, I think the student not exited to the material"* as mentioned.

5. Overcoming Challenges

Both teachers proposed some comprehensive approaches and strategies to overcoming challenges such as increasing teaching time, providing additional support and motivation for struggling students, and become a good teacher. The teacher said *"As the teacher here must be passionate. Then, you should not be proud to teach the student to train the student again and again. We used to be problem solver to solve the problem."* and *"Waktu mengajar materinya agak ditambah. Untuk anak-anak yang agak lambat menerima materi pelajaran diberi bimbingan lebih untuk materi yang mereka belum paham dan diberi motivasi untuk semangat belajar."*

Document Analysis Results

The data of documentation collected are lesson plan, learning materials, and assessments in form of hard copy and soft copy. The purpose of the documentation is to validate and verify the answers given through the interview and questionnaire. It plays a role as a bridge between the answers from questionnaires and interviews to find clarity of the data collected. The result of the document analysis is as follows:

- The learning material outlined in the document correspond to the Task-Based learning model. It emphasizes the importance of comprehension, language production, and real-world application of language skills using task. The material's objectives align with the broader aims of TBL in promoting communicative competence and practical language use.
- The steps described in the material align with the steps of TBL, such as pre-task (explanation and instruction about the task), task cycle (main task), and language focus (focus on the language use from all form of the task). The learning activities described in the document, such as literacy engagement, critical thinking, collaboration, communication, and creativity, resonate with the principles of TBL. Both the material and TBL prioritize

active learning, student engagement, and the integration of language skills within meaningful contexts using authentic task.

- The assessment outlined in the document mirrors the approach of TBL, which encompasses attitudes, knowledge, and skills. The materials in the document contain authentic task to assign to the student along with the learning instruction. It emphasizes the importance of assessing language proficiency and providing feedback to support the progress and development of the students.

Discussion

The research discovered that teachers had positive views on the use of project-based learning, based on data gathered through questionnaires, interviews, and document analysis.

Teachers' Perceptions of Task-Based Learning Model in Teaching English at SMAN 1 Labuapi

The findings showed that, when it came to the teachers' perceptions of the Task-Based Learning Model in teaching English at SMAN 1 Labuapi, there was little variation. Based on the questionnaire, interview, and documentation, the teacher had positive view of the task-based learning model. When respondents provide fewer negative answers during the interview and when the survey questionnaires are analyzed, it is clear they had positive experiences with task-based learning.

1. Task-Based Learning Model is an effective way to teach English

From the result of the questionnaire, from the first questionnaire statement "TBL is an effective way to teach English language skills." (Table 1 on statement 1) with 100% of the teachers agreed with that statement. Result of the interview also shows that TBL is an effective method. Based on the interview question number 3, teacher agreed that TBL is suitable in English teaching. Amrullah et al. (2019) shows that task-based approach can be used in learning to speak English. TBL model has emerged as a prominent approach in English language teaching, aligning with the principles of communicative language teaching (CLT) (Larsen-Freeman & Anderson, 2011).

The result from the questionnaire also shows that TBL makes students learn communicatively with 100% respondents agree with that. This is related to the characteristics of TBL which mentioned by Swan (2005) that says task-based Learning is particularly suitable for communicative activities.

From the overall findings, the researcher highlights those teachers believe the task-based learning model can be an effective method for raising students' proficiency in the English language. This also align with the previous studies from Sholeh et al. (2021) which is also stated that TBL is an effective way to teach English.

2. Task-Based Learning Model can improve Student Motivation and Skill Development

Based on the questionnaire, TBL is perceived to positively impact student motivation to learn English by 50% of respondents. Amrullah et al. (2019) mentioned that TBL emphasizes the use of authentic tasks that simulate real-world situations, fostering meaningful engagement and promoting the development of fluency, communicative competence, and lifelong learning skills. By immersing learners in tasks that require them to use language for practical purposes, TBL encourages active participation, enhances vocabulary and grammar acquisition, and cultivates adaptability, problem-solving, and critical thinking skills. It is also one of the characteristics of TBL mentioned by Nunan (1991) which is improving students' personal experiences as critical educational components.

The Challenges Faced by The English Teachers in Implementing the Task-Based Learning Model

The result of questionnaire shows that implementing TBL is considered challenging in English teaching by 100% of respondents. While the result of interview, both teachers highlighted challenges such as student apathy towards learning English, and time constraints.

1. *Students' lack of knowledge and motivation towards learning English*

Students mostly come from different areas in Labuapi. Therefore, it is typical of almost students that they are accustomed to use local language. In other word, they tend to speak in local language in daily activity. The activities of learning are mainly initiated, controlled and conducted by the teachers. As a result, most students have a low knowledge of English and prefer afraid of making errors and being humiliated by peers. This made them not motivated to learn English. Most of their grammatical errors tend to be ignored by the teacher and "learning by doing" is not feasible.

Based on Hatip cited in Hismanoglu and Hismanoglu (2011), one of the challenges in implementing task-based learning is some learners are inclined to get caught up in making an effort to find the appropriate word, and not worry about how it is placed into the discourse. It can be said that the implementation of task-based learning in SMAN 1 Labuapi could not pushed the motivation of the student in learning English.

Therefore, it is realistic to believe that by creating more motivational tasks for students, teachers can resolve such issues, at least in part, by ensuring students are motivated to undertake the tasks they are given. The role of teacher in encouraging students to be motivated is highly important.

2. *Time constrains in implementing task-based learning*

Both respondents argued that time of doing task-based learning is too short for the student to understand the materials. They need more time to do the TBL model to finish the material. time constraints can be detrimental for the implementation of this approach since "the pressure of completing the course book or covering the language syllabus by the end of the term can be quite daunting" (Willis and Willis, 2007). In general, English lessons consist in three forty-minute-long sessions which may not be enough to thoroughly carry out a task sequence. Of course, there are other alternatives, such as starting with the pre-task in one session, and carrying out the task cycle on another day, or carrying outpost-task work on a different day. As Willis and Willis (2007) advocate, with more time better spent in class learners "learn by using the language by themselves" not by receiving explanations of language rules. Teachers have expressed that carrying out tasks is more time-consuming than PPP sequences, and is more difficult to manage in numerous classrooms (Carless as cited in Zheng and Borg, 2013).

How English Teachers Overcome Challenges in Implementing Task-Based Learning Model

1. *Students' lack of knowledge and motivation towards learning English*

As the respondent argued in the interview, "*As the teacher here must be* passionate. *Then, you should not be proud to teach the student to train the student again and again. We used to be problem solver to solve the problem.*" It means that to overcome this challenge, the teacher must become a good teacher for the student. Another respondent said *Untuk anak-anak yang agak lambat menerima materi pelajaran diberi bimbingan lebih untuk materi yang mereka belum paham dan diberi motivasi untuk semangat belajar.*" Students must be given additional support and motivation to overcome this challenge. As mentioned by Ratnawati (2019), TBL is concerned with student activity, not teacher activity, and it is the duty of the teacher to create and offer various tasks that will allow the learner to experiment spontaneously, independently, and creatively with the foreign language. Skehan (2003) also argued in one of the principles of task-based learning that

teachers ensure that lessons are interconnected and coordinated to identified goals and inspire enthusiasm for learning.

2. Time constrains in implementing task-based learning

To overcome this challenge, the teacher chose to add more time in delivering the material. As mentioned by the respondent *"Waktu mengajar materinya agak ditambah"*. Other research from Bao et al. shows the same problem as mentioned in the paper *"if you just give a little more time for students to grasp it, I think the good exercise [tasks] you did afterwards could be even better." (B8)*. The only effective way to overcome this challenge is adding more time to the learning activity. All the teacher felt confident on their answer about adding time to overcome the time constrain.

CONCLUSION

The following is the conclusion of this research, which is based on the research question and aims to discover the perceptions of English teachers, investigate the challenges that they face and find out how they overcome challenges in implementing the task-based learning model in English learning at SMAN 1 Labuapi.

1. Teachers' Perceptions on Task-Based Learning Model in Teaching English at SMAN 1 Labuapi

    The findings showed that, when it came to the teachers' perceptions of the Task-Based Learning Model in teaching English at SMAN 1 Labuapi, there was little variation. Based on the questionnaire, interview, and documentation, the teacher had positive view of the task-based learning model. the researcher highlights those teachers believe the task-based learning model can be an effective method for raising students' proficiency in the English language. TBL encourages active participation, enhances vocabulary and grammar acquisition, and cultivates adaptability, problem-solving, and critical thinking skills.

2. Challenges Faced by The Teachers when Applying Task-Based Learning Model in Teaching English at SMAN 1 Labuapi

    Both teachers highlighted challenges such as student apathy towards learning English, and time constraints. most students have a low knowledge of English and prefer afraid of making errors and being humiliated by peers. This made them not motivated to learn English. time of doing task-based learning is too short for the student to understand the materials. They need more time to do the TBL model to finish the material.

3. How The Teachers Overcome the Challenges when Applying Problem Based Learning Model in Teaching English at SMAN 1 Labuapi

    The teacher must become a good teacher for the student. Students must be given additional support and motivation to overcome this challenge. Teachers must ensure that lessons are interconnected and coordinated to identified goals and inspire enthusiasm for learning. For the time constrain, the only effective way to overcome the challenge is adding more time to the learning activity. All the teacher felt confident on their answer about adding time to overcome the time constrain.

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