

ABSTRACT

Meilani, Mila (2024): Exploring EFL Teachers' Perception of Task-Based Language Teaching in Teaching Vocabulary: A Descriptive Qualitative Study of Junior High School in Bandung.

Considering that students still face a challenge to enhance their vocabulary. Since conventional learning models are commonly employed in schools, students who are less proficient in language have not been able to meet their needs in the classroom. Therefore, this research aims to investigate an EFL teacher's implementation of Task-Based Language Teaching in teaching English vocabulary, as well as to explore the teachers' perceptions of the implementation of Task-Based Language Teaching in teaching English vocabulary.

This study employs a qualitative and descriptive qualitative approach, with data gathered through observation and in-depth interviews with EFL teachers. Participants in this research were 2 EFL teachers who teach in class 9th grade junior high school, in Bandung. Data were analyzed using the theories from Creswell (2012).

The study showed that the teacher focused on creating a positive classroom environment. The teacher also used different resources, such as textbooks and dictionaries, to support student learning and engagement. However, some limitations were identified, including students' lack of attention, which resulted in unclear instruction, a lack of adequate resources, such as Infocus availability, and a large class size. Teachers generally had a positive perception toward TBLT for vocabulary instruction. TBLT is an effective method for encouraging active learning and autonomous vocabulary acquisition. Overall, effective implementation necessitates active teacher participation, meticulous planning, and the utilization of suitable media and activities. The teacher emphasized that the most important aspect of applying TBLT in vocabulary instruction is to involve children in meaningful activities such as games, flashcards, songs, etc. It can promote joyful learning, which can help students increase their vocabulary.

In conclusion, the small sample size of two EFL teachers in this study may limit the generalizability of the results. Individual teachers have different teaching styles and experiences, and the study was carried out within a specific context. To address these limitations, future research should include a larger sample size, consider additional factors, and expand the range of question types used to incorporate a broader range of educational objectives.

Key Words: Implementation, Teacher Perceptions, Task-Based Language Teaching, Vocabulary Mastery