CHAPTER I

INTRODUCTION

This chapter outlines the research background, research questions, research purposes, research significance, conceptual framework, and previous study.

A. Background

This study explores the implementation of Task-Based Language Teaching in teaching vocabulary in EFL classrooms. This research also looks into how the teacher's perception of task-based language teaching. Since vocabulary plays an essential role in learning English. Further, when it comes to EFL class, students usually sit in a classroom and pay attention to the teacher's instructions. Teachers impart knowledge to their students, but in reality, it is frequently the case that the students are unable to comprehend the material that is taught in class, or even put it into practice.

According to Khazaie and Jalilifar (2015) teaching vocabulary is a crucial component of acquiring a language. Wilkins in Thornbury (2002) also states that nothing can be conveyed without vocabulary. This statement highlights how crucial vocabulary is when learning any language, particularly English. Further, teachers and students alike believe that vocabulary acquisition is a key component in language learning. However, in recent studies, many teachers find it difficult to teach vocabulary because they are unfamiliar with appropriate pedagogical practices and lack an understanding of where to start (Al Adawiyah, 2023).

A preliminary study was conducted to gather more information about this research. The teacher noted that many junior high school students struggle to improve their vocabulary, particularly those who are not learn English in elementary school. Considering that students still face a challenge to enhance their vocabulary. This research examines the experiences in that setting. Since conventional learning models are commonly employed in schools, students who are less proficient in language and they have not been able to meet their needs in the classroom. As a result, Habibi et al. (2022) highlight that teachers need to select an appropriate and effective teaching method, to ensure effective learning

outcomes. To solve the issue related to vocabulary. This research investigates how the teacher employ Task-Based Language Teaching (TBLT). As Sholeh (2020) points out Task-Based Language Teaching (TBLT) has more advantages than traditional methods of teaching since students get involved in the interactive classroom. The application of Task-Based Language Teaching (TBLT) can change the students' behavior from passive to active.

According to Van den Branden (2006), Task-Based Language Teaching (TBLT) is a teaching approach in which students are assigned practical tasks that promote language use for non-linguistic, real-world purposes and with an emphasis on meaning exchange. This approach focuses on student-centered learning activities, and tasks can be completed in groups or individually. Teachers can support learning by providing guidance and monitoring their students' progress. Instead of just having students memorize lists of words, teachers can utilize Task-Based Language Teaching (TBLT) to encourage students to get involved with the material and expand their vocabulary in meaningful ways.

There is numerous research related to this study. The first previous studies conducted by Huang and Gandhioke (2021), this study focused on using Task-Based Language Teaching (TBLT) in English vocabulary teaching at Chinese universities. It reveals that Task-Based Language Teaching (TBLT) offers students an immersive and rich learning environment in language learning classrooms. Second, the study carried out by Tachom (2021) looks at how EFL students' vocabulary develops by employing a task-based approach and the storytelling technique. Additionally, Putri (2022) also examines Task-Based Language Teaching on students' vocabulary enrichment. The study focuses on how students respond when task-based language instruction is utilized. It demonstrates that, when using the Task-Based Language Teaching (TBLT) method, students can master more new vocabulary and have a meaningful learning experience.

Furthermore, this research differs from previous studies. Previous research focused on the implementation of Task-Based Language Teaching at the

university level and how students responded. On the other hand, the aim of this study is to look into how Task-Based Language Teaching is put into practice in junior high schools, as well as how English teachers perceive it.

B. Research Questions

Regarding the issue that was mentioned in the background, there are two research questions:

1. How does a teachers' implement Task-Based Language Teaching in teaching English vocabulary in an EFL classroom?
2. What is the teachers' perception of the implementation of Task-Based Language Teaching in teaching English vocabulary in an EFL classroom?

C. Research Purpose

From the research questions above, this study aimed at obtaining the two following purposes:

1. To explore the teachers' implementation of Task-Based Language Teaching in teaching English vocabulary in an EFL classroom.
2. To find out the teachers' perception of the implementation of Task-Based Language Teaching in teaching English vocabulary in an EFL classroom.

D. Research Significances

This research is intended to be beneficial both practical as well as theoretical:

1. Theoretical Significances

    The study's findings can be used as a guide for future researchers regarding Task-Based Language Teaching (TBLT) as a learning strategy for increasing student vocabulary.

2. Practical Significances

    a. For EFL teacher

        This research is expected to be used as a learning tool that integrates the task-bask language teaching (TBLT) approach in improving student vocabulary.

    b. For students

This research is expected to increase students' vocabulary knowledge and develop insight through a Task-Based Language Teaching (TBLT) approach.

E. Research Scope

The objective of this paper is to investigate the implementation of Task-Based Language Teaching in teaching vocabulary in the EFL classroom. This research also looks into how the teacher's perception of task-based language teaching. One English teacher is the subject of this study. In addition, the study is carried out at SMPN 3 Cileunyi, Bandung, Indonesia.

F. Conceptual Framework

Exploring EFL Teachers' Perception of Task-Based Language Teaching in Teaching Vocabulary: A Descriptive Qualitative. Study of a Junior High School in Bandung

Vocabulary

Task-Based Language Teaching

Teaching vocabulary through TBLT

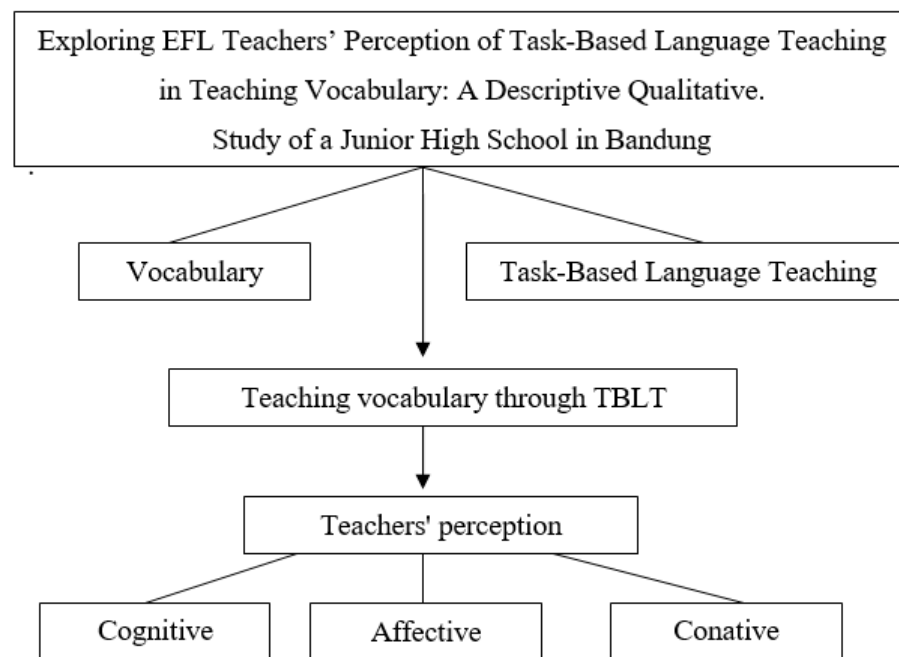Teachers' perception

Cognitive

Affective

Conative

Figure 1. 1 Conceptual Framework

Task-Based Language Teaching refers to meaningful activities that involve real-world language comprehension, manipulation, or interaction with an emphasis on meanings rather than forms (Nunan, 2004). Task-Based Language Teaching is one of the teaching methods that can be used to teach vocabulary in the EFL classroom. According to Richards and Renandya (2002), vocabulary is an important aspect of language proficiency because it

provides the foundation for how students speak, read, listen, and write. As a result, vocabulary plays a crucial part in language, both written and spoken.

Harmer (1998) pointed out that Task-Based Language Teaching focuses on the learning process around achieving the progress of particular tasks. Additionally, task-based learning is a method designed to help students work at their own pace, processing and rearranging their interlanguage according to their level and field of interest. A study carried out by Chen and Wang (2019) noted that task-based language instruction is an effective and efficient teaching method. Task-Based Language Teaching (TBLT) increases students' self-improvement, autonomy, and motivation. Since it fosters collaborative learning, it enhances their interactions as well. Newton (2001) states that Task-Based Language Teaching can expand students' vocabulary by demonstrating them to new words throughout task-based interaction, resulting in extensive language use. In addition, the integration of communicative tasks has been proven to increase students' vocabulary through Task-Based Language Teaching (Nunan, 1991).

According to Ellis (2019), Task-Based Language Teaching is divided into three phases. The first step is pre-task. In this step, the teacher asks a few questions, brainstorms, outlines the task's instructions, provides engaging subject matter based on the student's interests, and delivers the lesson clearly. The second step is the main task. During this phase, students complete an assignment in groups or pairs and are given the task of creating an oral or written report. As a teacher monitors and provides guidance. The last step is post-task. This phase's objectives are to offer learning opportunities by having students evaluate their tasks, exploring linguistic forms that the students find difficult, involving students in reflective activities, and wrapping up the lesson.

When it comes to the implementation of Task-Based Language Teaching (TBLT), teachers as the primary actors in the successful implementation of Task-Based Language Teaching (TBLT), need to have a positive perception of Task-Based Language Teaching (TBLT). Calvert and Sheen (2015) states

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 and learn effectively from the materials provided" (p. 2). Moreover, Démuth (2013) defines teachers' perception as their subjective and cognitive understanding, interpretation, and awareness of various aspects of their job, including learners, curriculum, teaching strategies, and the classroom as a whole. It refers to the views, thoughts, and opinions of teachers both individually and collectively that influence their decisions about instruction, interactions with students, and general performance in the classroom.

Based on the teacher's perception of the utilization of task-based language teaching, Liu and Ren' (2021) theory states that the teacher's perception is affected by four factors, specifically the teacher's background information, the teacher's understanding of Task-Based Language Teaching (TBLT), the use of Task-Based Language Teaching (TBLT) in the classroom, and the teacher's implementation of Task-Based Language Teaching (TBLT). Therefore, to provide more insight into this issue, this study looks at how Task-Based Language Teaching is implemented as well as how teacher's perception when they put it into practice.

Moreover, Task-Based Language Teaching is also an effective language teaching method to enhance teachers' and students' communication competence. This is accordance with Indonesian educational policy, as outlined in the "Kurikulum 2013," which aims to improve teachers' and students' communication competence. (Pohan et al., 2016). Moreover, the components for effectively implementing TBLT include goals, input, setting, activities, teacher and learner roles, and feedback. These components are in alignment with the implementation of *Kurikulum 2013*, which focuses on the theme of building Indonesian people to become productive, innovative, and affective through the integration of their attitudes, abilities, and knowledge. (H. E. Mulyasa & Anang, 2014)

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Furthermore, Task-Based Language Teaching (TBLT) is also related to the Merdeka curriculum, as outlined in *Permendikbudristek No. 16 Tahun 2022* (Ministerial Regulation No. 16 of 2022) on the implementation of learning. The implementation of learning as referred to in Article 2 paragraph (2) letter b is organized in a learning environment that is interactive, inspiring, engaging, challenging, motivates learners to actively participate, and provides sufficient space for initiative, creativity, and autonomy in line with the talents, interests, and physical and also psychological development of learners.

Subsequently, Task-Based Language Teaching focuses on interaction in authentic tasks (Bryfonski & McKay, 2019). Wang and Liu (2020) also point out that Task-Based Language Teaching (TBLT) promotes authentic language and meaningful tasks, which enable learners to grasp targeted language through communicative tasks. Therefore, these Task-Based Language Teaching (TBLT) principles is in line with Permendikbudristek No. 16 of 2022 which focuses on meaningful learning experiences for students. Additionally, Task-Based Language Teaching (TBLT) promotes second language acquisition by involving students in interactive tasks, providing a student-centered approach to language instruction. (East, 2021). As a result, Task-Based Language Teaching (TBLT) is also in line with Permendikbudristek No. 16 of 2022, which states that the implementation of learning must provide an opportunity to develop students' independence according to their talents and interests.

G. Previous Studies

There is several research related to this study. The first previous study was conducted by Huang and Gandhioke (2021), the study is using a quantitative method and focuses on using TBLT in English vocabulary teaching at a Chinese university. The findings show that Task-Based Language Teaching (TBLT) has a significant positive impact on students' vocabulary acquisition. It showed that student vocabulary development had significantly improved as well as their creativity, storytelling, and communication skills. Task-Based Language

Teaching (TBLT) offers students an immersive and rich learning environment in language learning classrooms. Second, the study carried out by Tachom (2021) looks at how EFL students' vocabulary develops by employing a task-based approach and the storytelling technique. This research used mixed methods and was carried out at the university level. The study shows that using Task-Based Language Teaching significantly increases students' vocabulary knowledge.

Moreover, Putri (2022) also demonstrates that there is a positive effect of task-based language learning on students' vocabulary enrichment. When using the Task-Based Language Teaching (TBLT) method, students can master more new vocabulary and have a meaningful learning experience. This study aims to find out the student's experience of task-based language learning in vocabulary learning. The study indicates that there are a lot of benefits that can be highlighted when using task-based learning. Additionally, Students found it simpler to comprehend the text's content when learning English through the use of Task-Based Language Teaching (TBLT). As a result, when using the Task-Based Language Teaching (TBLT) method, students can master more new vocabulary and have a meaningful learning experience.

Next, regarding the teacher perception of the implementation of Task-Based Language Teaching (TBLT) in EFL classrooms, the study completed by Liu and Ren (2021) shows that there is a lack of theoretical knowledge of Task-Based Language Teaching (TBLT) among EFL teachers, exposing a major problem in teacher education in China namely the lack of adequate and appropriate in-service teacher training. The study also indicated that teachers seemed to understand most of the key features of tasks, including goals and being outcome-oriented, task authenticity, a primary focus on form, and student-centeredness.

Accordingly, this research differs from previous studies. Previous research focused on the implementation of Task-Based Language Teaching at the university level and how students responded. However, this study aims to investigate the implementation of Task-Based Language Teaching as well as the English teacher perception in junior high school when employing Task-Based Language Teaching into practice.