

## ABSTRACT

**Adhitama, Selviana. (2020).** *Exploring Teachers' Perception of Task-Based Learning in Enhancing Students' Vocabulary Development*

This research aims to explore teachers' perceptions and applications of contextual learning strategies to foster students' English vocabulary development. A qualitative research method was employed, utilizing a case study design to investigate in-depth how contextual learning contributes to vocabulary acquisition. Data were collected through interviews and classroom observations, with one English teacher purposively selected due to their active involvement in implementing contextual strategies.

The findings reveal that the teacher perceives contextual learning as a practical approach to enhance vocabulary mastery. The teacher believes that integrating real-life situations into instruction makes vocabulary more meaningful, relevant, and easier for students to retain. This perception is rooted in the belief that students learn better when content is connected to their everyday experiences.

The application of contextual learning was evident through several observed practices. These included the use of multimedia, interactive discussions, storytelling, and task-based activities that mirrored real-world scenarios. Additionally, the teacher incorporated technological tools such as videos and digital resources to create a more immersive and engaging learning environment.

The study concludes that contextual learning strategies not only help students connect new vocabulary with their daily lives but also promote active engagement and deeper comprehension. These strategies were demonstrated to have a positive impact on students' confidence, motivation, and long-term vocabulary retention. This research is expected to provide valuable insights for English educators aiming to develop more effective, student-centered vocabulary instruction in similar classroom settings.

**Keywords:** Contextual learning strategy, vocabulary development, teacher perception, English language teaching, Merdeka curriculum.