**Dina Melinda, 2022.** Implementation of Task-Based Language Teaching in Teaching English at a vocational high school in Jambi. The first supervisor Dr. Dra. Rosinta Norawati, M.A, the second supervisor Dr. Sri wachyunni, S.S., M.Hum, M.A. Thesis. Magister of English Education Jambi University.

# ABSTRACT

The purpose of this study is to investigate the process of task-based language teaching (TBLT) applied at one of vocational high schools in Jambi. The researcher employed a qualitative research method. The subjects of this study were three English teachers at a vocational high school in Jambi. The researcher employed multiple data collection procedures, including observation and interview, to get objective data based on the truth that occurred in the field. The observation data were collected in the classroom while the students learning by utilizing task-based language teaching in English classes. A semi-structured interview was conducted separately to three teachers. Then, the data were reduced, presented, and verified. Based on the analysis of the implementation of task-based language teaching in teaching English, the researcher found that implementing TBLT had a positive impact on the implementation of task-based language teaching in teaching English, the findings of observations and interviews of three English teachers. The teacher gives various kinds of tasks in the form of learning activities to communicate in the target language, which focuses on values rather than language rules. These tasks have a communicative learning objective. On the other hand, the implementation of task-based language learning has a problem, namely it takes a long time to understand task-based language learning.

**Keywords:** *Task-Based Language Teaching, Teaching English.*