

Abstract

The aims of this research were to describe the steps of TBL method implemented by teachers as perceived by students, and to identify the students' perceptions on the effects of using TBL method in teaching learning process. The researcher chose a descriptive case study under a qualitative research in this research. This research was conducted in a private university in Yogyakarta. The participants were four that were chosen by purposive sampling. The researcher used face-to-face interview as data gathering method. The researcher analyzed it using open, analytic, axial and selective coding. The finding showed that teachers implemented several steps in conducting TBL class such as pre-task, whilst-task and post-task. The next finding revealed eight positive effects that students' perceived inside the TBL class such as increasing students' active participations; increasing students' interaction; developing students' confidence; improving students' critical thinking; enhancing students' speaking skills; creating an enjoyable environment inside the classroom; creating bond between teacher and students and improving students' vocabulary skills.

Keywords: Task-based learning method, teachers' implementation, students' perception, effects of Task-based learning method,