

Task-Based Learning as an Instructional Strategy to Foster Speaking Skills in EFL Classrooms

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Abstract: Speaking is an essential ability in English as a Foreign Language (EFL) acquisition; nonetheless, it poses significant challenges for Indonesian university students due to restricted exposure, insufficient communicative practice, and the prevalence of traditional grammar-centric teaching methods. In addressing this issue, Task-Based Learning (TBL) has been suggested as a learner-centered and communicative methodology to enhance speaking fluency. This study examines the application of TBL in an EFL speaking class, assesses its effects on students' speaking sub-skills, and evaluates the attitudes of both students and lecturers concerning the model. The study utilized a mixed-methods approach with an integrated experimental framework. The study involved 58 English as a Foreign Language (EFL) students from a private university in Indonesia, categorized into a control and an experimental group. Data were gathered via pre-test and post-test speaking evaluations, classroom observations, student surveys, and instructor interviews. The TBL intervention was implemented in five cycles, following the phases of pre-task, task cycle, and linguistic emphasis. The results indicated substantial enhancements in all speaking sub-skills, with the most pronounced advancements noted in fluency and vocabulary. Observations demonstrated heightened student participation and interaction during activities, while survey findings reflected favorable student perceptions of TBL. Instructors noted increased student engagement but also emphasized difficulties in task formulation and classroom administration. This study validates the efficacy of TBL in improving speaking skills and provides insights for communicative language teaching methodologies in Indonesian higher education.

Keywords: Task-Based Learning, Speaking Skills, EFL Students, Instructional Strategy

INTRODUCTION

In the landscape of English as a Foreign Language (EFL) education, speaking skills are a core competency in English language learning, which is the benchmark for students' communicative abilities in both academic and social contexts. Effective communication through speaking is fundamental to human interaction, highlighting its importance in connecting individuals. (Adzani et al., 2024). English language speaking skills should be imparted with greater diligence and consideration through the implementation of diverse pedagogical methodologies to enhance student outcomes. (Memon et al., 2024).

In EFL countries such as Indonesia, speaking skills are a challenge due to limited language exposure, lack of authentic interaction, and the dominance of traditional learning methods that focus on grammar. The issue seen in Indonesia's education system is the undervaluation of speaking skills in the classroom, as they are not utilized in everyday life. (Hibatulloh et al., 2024). The English communicative skills of Indonesian school graduates are notably low, a situation that can be linked to the widespread reliance on traditional student-centered approaches that focus on linguistic structural properties. (Efriza et al., 2023).

This has prompted educators and researchers to seek more communicative, learner-centered approaches that align with how language is actually used in the real world. One such approach is Task-Based Learning (TBL). Rooted in the belief that language is best learned through use, TBL engages learners in authentic tasks that simulate real-world communication.

Rather than merely practicing language structures, students use language to solve problems, complete projects, and collaborate, mirroring the demands of actual language use. While TBL has been widely endorsed in theoretical literature, empirical studies on its effectiveness in the Indonesian EFL context, particularly at the tertiary level, remain limited. As Surya (2017) states that task-based learning represents an alternative methodology for language instruction. It can assist the student by situating her in a real-world scenario. A scenario in which verbal communication is crucial for executing a certain activity. Meanwhile, Megawati and Alwiyasa (2022) affirm that “task-based activities often mirrored real-life situations, which not only increased their motivation to participate but also facilitated a deeper understanding of the language use in authentic contexts”.

To understand the foundation of TBL, it is important to revisit its theoretical origins. One of the earliest advocates, Prabhu (1987), proposed that language is acquired more effectively when learners are engaged in meaning-focused tasks rather than when they are instructed directly on language rules. Building on this idea, Willis (1996) formulated a three-phase model of Task-Based Learning (TBL): pre-task, task cycle, and language focus. She emphasized that learners should be placed in situations that demand the use of the target language for real purposes. Ellis (2003) refined the definition of tasks as activities involving a work plan that requires pragmatic language use and negotiation of meaning to achieve a non-linguistic outcome. Nunan (2004) further emphasized that tasks should require learners to manipulate language primarily for meaning, and ideally reflect real-world communicative needs. The framework of TBL is thus firmly rooted in the principles of Communicative Language Teaching (CLT) and Second Language Acquisition (SLA) theories, particularly those highlighting the roles of input and output (Krashen, 1985) in language learning.

The Task-Based Learning (TBL) approach offers learning centered on the use of language in completing authentic tasks. This model is theoretically proven to encourage engagement, collaboration, and functional use of language. The communicative speaking tasks effectively enhanced students' speaking abilities regarding grammar, vocabulary, fluency, and pronunciation. Additionally, there has been a notable gain in students' confidence, motivation, interaction, involvement, and engagement in the classroom. (Hibatulloh et al., 2024). Task-based language activities significantly contributed to the enhancement of EFL students' listening and speaking abilities. (Ulla & Perales, 2021). The researcher determines that the Task-Based Learning (TBL) approach can significantly enhance speaking skills. (Adzani et al., 2024).

Despite the promising evidence, there remains a scarcity of contextualized studies that systematically evaluate the effectiveness of TBL in enhancing EFL students' speaking proficiency within Indonesian university settings. While improvements in general speaking performance have been observed, little is known about which specific components—such as fluency, pronunciation, grammar, vocabulary, or interactive communication—have benefited the most from this approach. Moreover, limited attention has been given to exploring how students and lecturers perceive and experience the implementation of TBL in actual speaking classes, leaving a gap in understanding its pedagogical and psychological impact from the classroom perspective.

Filling this gap is essential not only to validate TBL's theoretical claims in a uniquely complex EFL context like Indonesia but also to adapt pedagogical strategies to better fit the local realities of university classrooms. A nuanced understanding of how TBL functions in real practice will enable educators to move beyond surface-level adoption and instead implement

learner-centered, communicative teaching that aligns with students' linguistic needs and sociocultural backgrounds. By identifying both the benefits and the challenges of TBL implementation, lecturers can design more meaningful, interaction-driven, and empowering speaking lessons that treat students as active, reflective participants in the learning process.

As highlighted by Rahmawati (2017) that communicative tasks enable students to engage in collaborative activities that are authentic and relevant to real-life communication contexts, allowing for the application of individual learning styles. Similarly, Afifah and Devana (2020) found that task-based learning significantly improved the speaking skills of students in the fourth semester of the English education study program at Baturaja University. These findings, while encouraging, also point to the need for more in-depth, locally situated investigations that reveal the nuances of TBL implementation in Indonesian universities.

Therefore, this study aims to investigate the implementation of TBL in teaching speaking at the university level in Indonesia, assess its impact on various aspects of EFL students' speaking skills, and explore the perceptions and experiences of both students and lecturers regarding the model. Through this investigation, the research seeks to offer practical insights and theoretical contributions to the ongoing development of communicative language teaching in EFL contexts.

RESEARCH METHOD

Research Design

This research employed a mixed-methods approach with an embedded experimental design (Creswell, 2008), where quantitative data serve as the dominant strand and qualitative data are embedded to support and enrich interpretation. The rationale behind using this design lies in its ability to offer both statistical evidence and process-oriented insights. The quantitative component was used to evaluate the effectiveness of Task-Based Learning (TBL) in improving students' speaking skills through pre-test and post-test comparisons. Meanwhile, the qualitative component provided a deeper understanding of how the TBL approach was implemented in the classroom and how both students and instructors perceived it.

According to Creswell (2008), the embedded mixed methods design is suitable for research that seeks to obtain both outcome-based evidence and process-oriented insights. "The basic assumption is that the use of both quantitative and qualitative methods, in combination, provides a better understanding of the research problem and questions than either method by itself".

Participants

The study was conducted at Universitas Pasundan (UNPAS) in the English Literature Department. The participants consisted of first-semester students enrolled in a speaking course. The sample included two intact classes randomly assigned into experimental and control groups. All students were included using total sampling due to the small size of the population, with one class receiving TBL treatment and the other continuing with conventional teaching.

Instruments

To ensure the validity of the quantitative data, the speaking assessment instruments were developed based on standardized speaking rubrics, covering fluency, accuracy, vocabulary, pronunciation, and interaction. The content validity of the instrument was confirmed by two

experts in ELT and language testing. A pilot test was conducted prior to the main study to ensure that the items were appropriate and understandable for the target participants.

The reliability of the speaking test was established through inter-rater reliability. Two independent raters assessed a subset of students' speaking performances using the rubric, and the results were analyzed using Cohen's Kappa to measure the level of agreement. A coefficient above 0.75 was considered acceptable for high reliability.

Research Procedure

For the qualitative component, data were gathered through classroom observations and semi-structured interviews. To establish trustworthiness, strategies such as triangulation, member checking, and peer debriefing were employed. Observational data were cross-verified with interview findings, and participants were invited to review and validate the transcription summaries to ensure accuracy and credibility.

Four primary instruments were used to gather both quantitative and qualitative data:

1. Pre-test and Post-test: Oral speaking assessments designed collaboratively by the researcher and course instructors. The test measured five core aspects: fluency, vocabulary, grammar, pronunciation, and interactive communication. The test was validated by experts and rated by two independent assessors to ensure objectivity and reliability.
2. Classroom Observation: Structured checklists were used to document instructional behaviors, student engagement, and the implementation of each TBL phase during the five instructional sessions.
3. Lecturer Interviews: Semi-structured interviews were conducted to explore lecturers' reflections, instructional choices, and perceived challenges in implementing.
4. Student Questionnaires: Distributed post-intervention to collect student perceptions, attitudes, and engagement with the TBL model. The design followed guidelines by Sukmadinata (2008) and Sugiyono (2017) regarding effective questionnaire administration.

The experimental group underwent five sessions of speaking instruction using the Task-Based Learning (TBL) framework, structured into three phases as proposed by Willis (1996): Pre-task, Task Cycle, and Language Focus.

In the Pre-task phase, students were introduced to the task topic through brainstorming and activating background knowledge. The Task Cycle involved pair or group work where students used English to solve problems, complete tasks, and present outcomes. The Language Focus phase was used for feedback and language analysis, allowing learners to refine linguistic features that emerged during task performance.

As Willis emphasized, "The task component helps students to develop fluency in the target language and strategies for communication. Through tasks, students may well become better communicators and learn new words and phrases from each other" (Willis, 1996).

Quantitative data from the pre-test and post-test were analyzed using SPSS. First, data normality was examined through the Shapiro-Wilk test. Since the data met parametric assumptions, paired sample t-tests and independent sample t-tests were used to analyze within-group and between-group differences, respectively. Effect sizes were calculated using Cohen's d to determine the magnitude of the intervention impact.

Qualitative data from observations, open-ended questionnaires, and interviews were analyzed through thematic analysis. The researcher coded responses manually, grouped codes

into categories, and synthesized them into emerging themes. Observational notes were segmented into event units and coded based on student engagement, language use, and participation patterns. Interview transcripts were reviewed line-by-line to identify instructor insights related to the affordances and constraints of TBL in the classroom context. This combined approach enabled the researcher to evaluate both how much improvement occurred and how the learning process unfolded through task-based speaking instruction.

RESULTS AND DISCUSSION

Improvement in Students' Speaking Proficiency

The implementation of Task-Based Learning (TBL) across five instructional sessions demonstrated a statistically significant improvement in students' speaking proficiency. Based on the paired sample t-test, students' mean scores improved from 59.42 in the pre-test to 74.27 in the post-test, with a significance level of $p < 0.001$, indicating robust gains in overall speaking performance. The increase was not only quantitative but also reflected in qualitative classroom observations and learner expressions of increased confidence and fluency.

The most substantial improvement was observed in the aspect of fluency, where students were consistently able to express ideas more smoothly and with fewer pauses after participating in task-based discussions and presentations. This was followed by significant progress in vocabulary, due to repeated exposure to thematic tasks requiring lexical range and contextually appropriate expressions. Pronunciation and grammar also showed marked development, especially when students received explicit feedback during the language focus stage.

These findings are strongly supported by prior studies. Adzani et al. (2024) emphasized that TBL significantly boosts learners' fluency and lexical control due to its emphasis on authentic communication and iterative task performance. Similarly, Fadhillah et al. (2023), through a quasi-experimental study, found a consistent pattern of higher post-test gains among students taught with TBL compared to traditional methods, especially in spontaneous oral delivery and vocabulary choice.

Ulla and Perales (2021) concluded that TBL helps learners improve both listening and speaking sub-skills, reinforcing the integrated nature of language competencies developed through interactive tasks. Their findings align with this study, where speaking was developed in conjunction with attentive listening, peer negotiation, and message delivery—all core components of TBL.

Nychkalo et al. (2020) demonstrated that the task-based approach significantly improved students' ability to use targeted vocabulary spontaneously and contextually in simulated business scenarios. The tasks not only increased their lexical acquisition but also enhanced their communicative competence and self-confidence in using English in professional settings. As the authors noted, Task-based vocabulary learning serves as an effective method for enhancing students' communication skills. The emphasis should be placed on the spontaneous and creative use of language, rather than on absolute accuracy. These findings affirm the results of the present study, particularly in the improvement of pronunciation and fluency, where students gained confidence to articulate their ideas clearly and effectively in group interactions.

Rahmawati (2017) reported that students demonstrated increased participation and fluency after repeated task-based interactions, especially in the task cycle phase. This parallels observational data in the current study, where students' speaking turns and utterance lengths increased over the five weeks. The cumulative effect of structured but communicative practice enabled learners to produce longer, more coherent responses.

In terms of vocabulary usage, the implementation of TBL provided learners with opportunities to apply language in meaningful and contextual ways. Maulana (2021) stated, task-based activities enable learners to actively utilize vocabulary in communication rather than merely memorizing it, resulting in improved retention and practical language application. This aligns with the present study's findings, which show that students exhibited more precise and context-relevant vocabulary usage during speaking tasks. Similarly, Nghia & Quang, (2021) observed that “TBLT encourages learners to exploit their lexical resources in collaborative tasks that demand real-time communication and negotiation of meaning.” These collaborative engagements enhanced learners' confidence and lexical fluency.

Supporting this, Sudatha et al. (2024) emphasized that Engagement in problem-solving tasks compels students to retrieve and experiment with new vocabulary, thus enhancing their expressive capabilities within meaningful contexts. This collaborative and purposeful use of vocabulary was also reflected in students' peer interactions during the task cycle, which contributed significantly to their lexical development and speaking proficiency. Furthermore, studies by Surya (2017) and Megawati & Alwiya (2022) highlighted the importance of task repetition and rehearsal in building learners' fluency and grammatical control. In this study, weekly oral task cycles provided these repeated, low-stress opportunities to practice and refine spoken language, contributing to sustainable performance gains.

Lastly, the integration of TBL within digital or mobile environments—as explored by Jedi-Sari-Biglar and Liman-Kaban, (2023) has shown promise in further expanding learners' speaking performance. Although the current study employed offline classroom settings, similar pedagogical implications apply: students thrive in environments that provide meaningful interaction, autonomy, and feedback, regardless of modality.

The findings from this study confirm the growing body of evidence supporting the efficacy of Task-Based Learning (TBL) in enhancing speaking proficiency among EFL university students in Indonesia. Through five structured TBL sessions following the Willis (1996) framework—pre-task, task cycle, and language focus—students demonstrated significant gains in fluency, vocabulary, pronunciation, and grammar. These improvements corroborate a series of previous studies which highlight similar outcomes.

In conclusion, the improvement in students' speaking proficiency through TBL is not only statistically proven but also pedagogically grounded in the literature. The gains observed in this study confirm that structured, task-based instruction offers an effective framework for developing spoken English skills in EFL university settings, especially when aligned with students' communicative needs and supported by reflection and feedback.

Analysis of Speaking Sub-Skills

A closer analysis of each speaking sub-skill—fluency, vocabulary, pronunciation, and grammar—revealed varying degrees of improvement, confirming the multidimensional impact of Task-Based Learning (TBL) on oral language development.

Fluency demonstrated the highest gain ($M = 78.2$), attributed to repeated opportunities for oral production, group discussions, and real-time interaction. These findings are consistent with Adzani et al. (2024), who concluded that “students demonstrated greater fluidity and confidence in expressing their thoughts during classroom tasks, especially by the third and fourth cycles.”

The effectiveness of TBL in supporting fluency was echoed in the study by Sariçoban and Karakurt in Ulla and Perales, (2021) who found that repeated task performance within groups

allowed learners to refine their speech patterns and improve delivery. This aligns with the present study's finding of a 51% improvement in fluency, as students engaged more freely and naturally during the task cycle.

Vocabulary saw significant gains due to the context-rich nature of tasks, which required students to recall, apply, and negotiate meaning using relevant lexical items. In the present study, students also demonstrated more varied and appropriate word choices during task presentations, as recorded in observational field notes and post-test scores. These outcomes align with Ulla and Perales (2021), who noted that “task-based classroom interaction supports learners’ vocabulary development by contextualizing language exposure and reinforcing retention”.

Pronunciation improvements were evident in clearer articulation and more accurate stress patterns. This was largely driven by the performance-based nature of TBL, where learners practiced repeatedly and received immediate peer and teacher feedback. The use of role-play and simulation tasks particularly enhanced this aspect by mimicking authentic speech situations. Sariçoban and Karakurt in Ulla and Perales, (2021) also found that repeated task performance within groups allowed learners to refine their speech patterns and improve their pronunciation.

Grammar showed moderate but meaningful improvement. Learners became more conscious of language form, especially during the language focus phase of each cycle, where they analyzed their spoken performance. Classroom observations also confirmed that learners began self-correcting grammatical errors more frequently over time, a trend supported by test data.

From a cognitive standpoint, students benefited from increased lexical access and syntactic processing due to the task-induced cognitive demand. Beaulieu and Fortier in (2024) argued that task repetition helps learners process language more deeply, resulting in measurable vocabulary and grammatical gains. The current study supports this, noting a 14.8-point rise in vocabulary post-test scores.

A recurring theme in TBL literature is its ability to simulate authentic communication, which contributes directly to students' speaking competence. As highlighted by Adzani et al. (2024), tasks mirroring real-life situations increased students’ motivation and helped them internalize language patterns more effectively. The emphasis on meaning-focused communication in real-world contexts played a pivotal role in increasing students' confidence and performance in oral tasks.

Overall, this pattern of differentiated sub-skill gains affirms the integrated nature of TBL, where language input and output occur in tandem. It reinforces Willis’ (1996) assertion that “the task component helps students develop fluency in the target language and strategies for communication,” while the language focus allows for more targeted form-focused instruction. By scaffolding language in meaningful use, TBL promotes deeper internalization of both form and function in spoken English.

Observational Insights: Engagement and Interaction

Over the course of five cycles of implementation of Task-Based Learning (TBL), classroom observations showed a significant increase in student engagement and interaction. Students consistently demonstrate active participation, cooperation in solving problems, and a willingness to speak English in a more communicative and dynamic classroom setting. In each stage of the *task cycle*—from topic discussions, assignment implementation, to reporting results—students are seen to be actively involved, both individually and in groups.

This engagement is reflected in collaborative activities that trigger negotiation of meaning, sharing communication strategies, and spontaneous exploration of language. As stated by Adzani et al. (2024), "students showed increased confidence and actively participated in discussions. They were more motivated to speak, as the tasks were directly related to their daily activities". This shows that the meaning of the assignment context plays a key role in building students' emotional and cognitive involvement in the learning process.

In line with these findings, Maulana (2021) emphasized that "group tasks supported students' motivation and encouraged them to express their ideas more confidently through repeated practice in safe collaborative settings". In the study, involvement in group assignments strengthened students' confidence and gave them space to experiment with language without fear of being judged negatively.

In addition, task-based learning also creates a natural and meaningful interaction environment. This is evident in experimental classes, where students are seen more often asking for clarification, providing input, and responding to ideas from their group members spontaneously and reflectively.

Overall, these observational findings reinforce the argument that TBL learning encourages the formation of a collaborative and meaning-oriented learning community. Students are not only recipients of the material, but also active actors in building and practicing English in relevant social contexts. These findings are in line with the principles of Communicative Language Teaching (CLT) that are the foundation of the TBL approach.

Students' Perception of TBL

Data from closed questionnaires indicated that more than 84% of students perceived TBL as pleasant, interesting, and beneficial for enhancing speaking confidence. Over 85% concurred that collaborative efforts and task reiteration facilitated increased frequency and accuracy in their speech. Qualitative feedback indicated heightened confidence, drive, and satisfaction in speaking activities.

These findings resonate with a study by Maulana (2021), who emphasized that the implementation of TBL notably enhanced learners' intrinsic motivation, facilitating greater ownership of their language production and increasing their willingness to articulate complex ideas orally. Similarly, Nghia and Quang (2021) noted that Students regarded TBL tasks as enjoyable and effective in promoting active participation, collaboration, and authentic language use in meaningful contexts.

Moreover, Sudatha et al. (2024) observed that the majority of students exhibited positive responses to the TBL-based speaking classes, suggesting that the model effectively enhanced language competence while also fostering enthusiasm and alleviating classroom anxiety. This aligns closely with classroom observations and survey responses in the present study, where students expressed a notable decrease in speaking apprehension and an increased willingness to participate. Student feedback and perception support the notion that TBL not only fosters speaking proficiency but also transforms classroom dynamics into more active, learner-centered environments that promote communicative competence and motivation.

Overall, several articles underscored the significance of TBL in fostering learner autonomy. Ulla and Perales (2021) noted that students took more responsibility for their learning, especially when engaging with peer and self-assessment within the task cycle. This insight is reflected in the current study's observation that students displayed higher initiative and confidence in initiating discussions and providing feedback to peers.

Lecturers' Perspectives

Interviews with lecturers revealed a generally favorable attitude towards the implementation of Task-Based Learning (TBL). The lecturer interviewed agreed that the structured phases of TBL—namely, pre-task, task cycle, and language focus—created a more engaging and student-centered classroom atmosphere. The lecturer emphasized, "The task cycle stage provides a wide opportunity for students to speak English. This stage also increases the courage and fluency of student speaking and requires students to speak with more attention to the accuracy of the use of grammar". This indicates that TBL not only enhances students' confidence but also leads to improved accuracy and interaction.

However, lecturers also noted practical challenges in implementing TBL. These include constraints such as limited time for class sessions, the extra effort required for preparing communicative tasks, and the varying levels of student engagement at the initial stages. One lecturer stated that some students showed reluctance to speak due to fear of making mistakes, particularly during early sessions. These issues align with broader findings in the literature. For example, Maulana (2021) noted that teacher readiness and resource availability are significant challenges that can impede TBL adoption.

Moreover, the lecturers highlighted the need for adaptability and teacher creativity in modifying tasks to suit their students' linguistic proficiency and classroom context. As noted by Sudatha (2024), "teachers must act not just as facilitators but also as motivators and task designers who continuously adjust materials and techniques based on students' responses and classroom dynamics".

From the perspective of pedagogical implications, the implementation of TBL was not without challenges. Lecturers noted issues such as managing time within the task cycle, adapting materials to varying proficiency levels, and ensuring all students participated equally. These findings are consistent with those of similar studies and were also noted by Nghia & Quang (2021), who emphasized the need for teacher adaptability and strategic planning to accommodate classroom diversity and maintain task authenticity.

These findings emphasize the importance of professional development and institutional support in the successful application of TBL. As also reported in Nghia & Quang's (2021) review, the success of task-based approaches depends heavily on teachers' ability to manage communicative tasks while addressing the complexities of local classroom environments.

In conclusion, while lecturers support the pedagogical value of TBL, its sustainability and impact depend on adequate training, time allocation, and teacher flexibility in adapting tasks to real-time teaching conditions.

CONCLUSION

This study examined the effectiveness of Task-Based Learning (TBL) in improving the speaking skills of EFL university students in Indonesia through an embedded mixed-methods design. The quantitative findings revealed a significant improvement in students' speaking proficiency, with the average post-test scores increasing notably from the pre-test, particularly in fluency and vocabulary. These results were further supported by classroom observations and student reflections, which indicated higher levels of confidence, spontaneous language use, and active participation throughout the five TBL instructional sessions.

The analysis of sub-skills demonstrated that TBL had a multifaceted impact, with fluency benefiting the most from repeated practice and interactive tasks, followed by vocabulary development through contextualized language use. Improvements in pronunciation and grammar were also observed, particularly during the language focus phase. Observational data confirmed that students became increasingly engaged and communicative, indicating a positive shift toward a more learner-centered and interaction-rich classroom environment.

Perception data from students and lecturers affirmed the pedagogical value of TBL. Students reported that the approach was enjoyable, motivating, and confidence-building, while lecturers noted increased student responsiveness and participation. However, challenges such as time constraints and the need for task adaptation were also acknowledged, suggesting the importance of teacher training and flexible implementation strategies.

In light of these findings, TBL emerges as an effective instructional approach for enhancing speaking competence in EFL contexts. Its alignment with Communicative Language Teaching (CLT) and Second Language Acquisition (SLA) theories reinforces its relevance in modern language classrooms. The structured yet adaptable nature of TBL makes it suitable for diverse learner needs and classroom conditions.

Future studies are recommended to investigate the long-term effects of TBL, its scalability across different educational levels and institutions, and its integration with digital tools or blended learning models. Such research will further strengthen the evidence base for TBL and support its broader application in language education.

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