

EXPLORING THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING IN TEACHING SPEAKING TO SECONDARY EFL LEARNERS: A QUALITATIVE CASE STUDY

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Abstract

This study explores the implementation of Task-Based Language Teaching (TBLT) in teaching speaking to secondary English as a Foreign Language (EFL) learners. Recognizing the importance of speaking proficiency in effective communication, this research aims to investigate the methods and strategies employed by a teacher in a secondary EFL classroom in Bekasi, focusing on the benefits experienced by students in learning speaking skills through TBLT. Through qualitative methods, including class observations and interviews, the findings revealed that TBLT enhances classroom effectiveness, boosts student participation, and improves speaking proficiency by engaging learners in real-world communicative tasks. This study contributes to the existing knowledge on language teaching methodologies, offering practical recommendations for improving speaking proficiency through TBLT strategies in secondary EFL learning environments. The results also provide valuable insights for future researchers, educators, and students, highlighting the potential of TBLT in fostering a learner-centered and interactive classroom atmosphere.

Keywords: Task-Based Language Teaching; Teaching Speaking; Learner-Centered Learning

INTRODUCTION

In the field of English as a Foreign Language (EFL) education, the use of Task-Based language teaching as a method has become increasingly prevalent, offering many opportunities to student for enhancing language learning experiences. Among various language skills, speaking proficiency plays a crucial role in effective communication and is often a primary goal for EFL learners. One of the four skills that students must master in order to learn English, particularly for English as a Foreign Language (EFL) students, is speaking. Speaking involves both the productive and receptive understanding skill because it is an interactive process between the speaker and the listener (Huriyah et al., 2019). Traditional classroom settings, however, often face challenges in providing sufficient opportunities for meaningful and authentic speaking practice. Recent developments in speaking learning highlight a shift towards more interactive, and learner-centered approaches. The focus is on providing learners with authentic speaking experiences, effective feedback, and strategies to improve their oral communication skills. Task-based language teaching (TBLT) has emerged as an effective instructional approach in language education, focusing on engaging learners in real-world communicative tasks. Integrating TBLT method holds the potential to further enhance students' speaking skills by providing interactive and immersive learning experiences. TBLT aims to improve the communicative skills of students by engaging them in meaning-focused communication through the performance of tasks (Ellis, 2003).

However, despite the increasing use of TBLT method in language education, limited research has specifically investigated how the way teacher implement TBLT method and responses of EFL students to speaking classrooms that incorporate TBLT. Understanding students' experiences, perceptions, and outcomes in such learning environments is essential for informing instructional practices the use of TBLT as a method in teaching and learning process. There are previous studies that are in line to this study, Prianty (2022), Somawati (2018), Khotimah (2018), and Afifah (2020) discovered that implementing task-based language teaching (TBLT) in speaking classes enhances classroom effectiveness, boosts students' participation in speaking activities, enhances students' speaking skills and expanding students' learning experiences. Most of those previous study used quantitative research method therefore this research aims to fill this gap by conducting a qualitative case study. By adopting a qualitative case approach, the research seeks to explore teacher implementation of TBLT in teaching speaking and EFL students' responses to a speaking classroom that incorporates TBLT. The findings of this research will provide valuable contributions to the existing knowledge on language teaching methodologies, and the role of TBLT in enhancing speaking proficiency.

This study is centered on investigating two primary research questions related to TBLT in the context of teaching speaking skills to secondary EFL learners. The first question examines the implementation of TBLT by teachers in their approach to teaching speaking. It seeks to understand the specific methods, strategies, and techniques employed by teachers when integrating TBLT into their classroom practices. The second question focuses on the outcomes for students learning speaking skills through TBLT. It aims to explore and identify the benefits that students experience as a result of engaging with TBLT activities.

The purpose of this research proposal is to investigate teacher's implementation that incorporates TBLT to a speaking classroom. The study aims to explore teacher and students' perceptions, experiences, and outcomes when engaging speaking activities within the TBLT framework. By adopting a qualitative case study approach, the research seeks to generate rich and nuanced insights into students' speaking learning experience including the benefits that EFL students encounter when participating in TBLT speaking tasks.

By achieving those objectives, the research aims to contribute to the existing knowledge on instructional practices that leverage TBLT to enhance EFL students' speaking proficiency.

METHOD

This study used qualitative research approach that aims to explore and understand individuals' experiences, perspectives, and social phenomena in-depth. It focuses on capturing rich, detailed data through methods such as interviews and observations. This study will be conducted at one of the Secondary School in Bekasi. This school was selected because this school uses Merdeka curriculum and the English teacher implements TBLT in teaching activities. The study will involve one of English teacher and 10th grade students as participants, with a focus on recruiting 5 students. According to Creswell (2009), the most common source data collection in qualitative research are observation, and interview. Therefore, in order to obtain teacher's experiences in implementing TBLT in teaching speaking and students' statements about their responses and the benefits they obtain in using TBLT, the researcher use observation, interviews and supported by documentation. The collected data was analyzed thematically, identifying common patterns, themes, and meanings within the data. Thematic analysis is an approach used to analyze qualitative data, involving a thorough examination of a dataset to discover, interpret, and document recurring patterns, as outlined by (Braun & Clarke, 2006).

RESULTS AND DISCUSSION

Results

Through observation and interview supported by documentation the finding indicated with two themes; (A) the teacher's implementation of Task-Based Language Teaching in teaching speaking English and (B) the ways the students are benefitted of learning speaking of expository text through TBLT. These themes will be explored in the following sections:

A. The teacher's implementation of Task-Based Language Teaching in teaching speaking English

The first theme is exploring the teacher's implementation of Task-Based Language Teaching in teaching speaking English at the 10th grade in one of secondary high school in Bekasi. The data were gathered from class observation and interview. Based on the class observation the result from the class observation checklist indicate that the teacher has implemented each stage effectively. There are three stages of implementing TBLT.

1. Pre-task

In the beginning of the class as the pre-task, the teacher introduce to the students about the topic and give short explanation about the material that is about exposition text. The teacher use PowerPoint as a guideline for teaching learning activities, the teacher also give student chance to read the material. The teacher provide the vocabulary that related to the material. The teacher told the students about the objectives and goal from the learning activities that is students are able to elaborating an issues with student's idea related to their daily life experience. The teacher explain the main task that is to find at least three each advantages and disadvantages from the determine topic (social media, smoking, electric motorcycle, and AI). The teacher provide an example and similar task related to the main task and then the teacher divided the students into eight group, and each group must have one presenter and one examiner, each topic was discussed by two groups so that the presenter of each group will presenting their result in front of another group with the same topic to comparing or exchange the information, and the examiner of each group will give the question based on the presentation. Before the teacher let the student to start working on the task that already given, the teacher give a chance to students to ask about the task if they still confuse.

In the interview session, the teacher was asked about how the teacher introduce the TBLT in the beginning of the class. The result from interview are align with the class observation.

Teacher:

“first I told the student about the topic and then I give short explanation about the material, commonly I will introduce to them in the beginning of the class, when I start the class I will check their understanding first by giving them question and then I will told them that today what we are going to learn about, after that I ask them to discuss about a certain topic...”

The teacher's approach, as described, emphasizes a structured and student-centered introduction to Task-Based Language Teaching (TBLT). By first informing students about the topic and providing a brief explanation, the teacher ensures clarity and sets the stage for effective learning.

2. During Task

During the task-cycle, the students are given 15 minutes to complete the task, the student working collaboratively with the member of the group to discuss about the topic and find its advantages and disadvantages. After the students completed the task, the teacher came to each group to see and assess the student's presentation. In this stage, the student use the target language or speaking English to presenting, and asking or answering the question spontaneously in English. The teacher provide little bit of intervention only for guiding the students what to do.

The interview data with the teacher is in line with the result of class observation. The teacher responses toward the question "Can you describe a recent lesson where TBLT speaking task was used for teaching speaking and explain its objectives?"

Teacher:

"Lastly I taught about exposition text which is the student have to express their idea about the issue that gave by the teacher, and the issue is about something around their daily life. Each group discusses the advantages and disadvantages of their assigned issue. To encourage active participation, I incorporate a gallery walk activity where the students present their result in front of another group that have the same topic, each group takes turns presenting their result and make a question based on another group's result. I think this not only allows students to practice their speaking skills in a real-world context but also promotes peer learning and critical thinking."

The teacher's approach described emphasizes a dynamic and student-engaging method within Task-Based Language Teaching (TBLT). By focusing on exposition texts, students are prompted to articulate their opinions on real-life issues, fostering critical thinking and language proficiency. Organizing students into groups to discuss both advantages and disadvantages of assigned topics encourages collaborative learning and peer interaction. The incorporation of a gallery walk activity further enhances these skills by having groups present their findings to peers, fostering a real-world context for speaking practice. This approach not only cultivates students' speaking abilities but also promotes peer learning, where students actively engage with and learn from each other's perspectives. Overall, the teacher's strategy aligns with the principles of TBLT by creating a supportive environment that enhances both linguistic and communicative competencies through meaningful and interactive tasks.

In the interview session, the teacher was also asked about how assess students' speaking skills.

Teacher:

"I assess them by their pronunciation, how they answer the question from their friend, and then how they use sentences, the structure of the sentence itself, and their fluency."

The assessment criteria for speaking skills are comprehensive, as the teacher evaluates multiple linguistic components. Evidence from the teacher's response highlights the focus on pronunciation, sentence structure, fluency, and the ability to respond to peer questions. The criteria ensure that all critical aspects of speaking skills are evaluated, and got the understanding of students' abilities.

3. Post Task

For the post-task stage, the teacher conducts a feedback session by reflecting the student's work, and also asking the similarities that the students get from the gallery walk that they have done in learning activities, as well as what did student's get form the discussion.

From the interview data, the teacher's response to the questions about assessment and feedback are supported the class observation.

Teacher:

"Feedback or reflection session has important role, feedback in any teaching technique has important role because student can improve their skills and then they can know what mistake that they did during their lesson, to improve their self-confidence, when they speak in front of the class or their friend even their answer is not correct, me as a teacher still appreciate their courage."

The teacher's emphasis on feedback and reflection underscores its pivotal role in enhancing student learning TBLT. By providing constructive feedback, students are empowered to identify and rectify mistakes, thereby improving their language skills and boosting self-confidence. The teacher's supportive approach, which values student effort and encourages participation even when responses are incorrect, fosters a positive learning environment. This nurturing atmosphere not only cultivates resilience in students but also motivates them to actively engage in speaking tasks. Ultimately, feedback within TBLT serves as a crucial tool for facilitating continuous improvement and promoting a growth mindset among language learners.

B. The ways the students are benefitted of learning speaking of expository text through TBLT

The second theme is exploring how the students are benefitted in learning speaking through TBLT. The interview analysis indicates that there are several ways the students are benefitted in learning to speaking through TBLT: the students are encouraged to become active and interactive learners; the effectiveness of learning through task; enjoyment of learning activities; build student's confidence; enriching student's vocabulary and skill improvement; students feel supported and encouraged during the task; the important of feedback for language improvement. The analysis from student's answer will be discussed as follows

1. The students are encouraged to become active and interactive learners.

Students noted that TBLT encourages them to interact with different peers, enhancing their ability to exchange ideas and collaborate effectively.

Student 1: *"...TBLT promotes communication with a variety of classmates, not just close friends, leading to a broader exchange of ideas."*

Student 2: *"...Completing tasks requires communication and collaboration with group members."*

Student 3: *"...Discussions about topics and opinions within the group are necessary..."*

Student4: *"Internal (group discussions) and external (gallery walk) communications are enhanced."*

Student 5: "...Social interactions, including debates and question-answer sessions, are encouraged."

The students' perspectives highlight the significant benefits of TBLT in promoting effective communication and collaboration among peers. According to Student 1, TBLT facilitates communication with a diverse range of classmates, fostering a wider exchange of ideas beyond familiar circles. Student 2 emphasizes the necessity of communication and collaboration within groups to successfully complete tasks, underscoring the practical application of language skills. Student 3 underscores the importance of group discussions in exploring topics and sharing opinions, promoting deeper engagement and understanding. Student 4 notes how both internal group discussions and external activities like gallery walks enhance communication skills, providing varied opportunities for interaction. Finally, Student 5 highlights that TBLT encourages social interactions such as debates and question-answer sessions, further enriching students' communicative abilities and promoting active participation in language learning. Overall, these insights underscore TBLT's effectiveness in fostering a collaborative learning environment that enhances students' communication skills and encourages meaningful interactions.

2. The Effectiveness of Learning Through Task

Students find TBLT effective for enhancing their speaking skills. The incorporation of tasks into the learning process allows students to practice and understand language use in a practical context.

Student 1: *"It's effective because there are tasks involved...it's easier to understand and not complicated, making it fun."*

Student 2: *"It's effective and feels like playing a game, making the activities enjoyable."*

The students' perspectives underscore the effectiveness of TBLT in improving speaking skills through practical tasks. According to Student 1, the structured tasks within TBLT make language learning more accessible and enjoyable, emphasizing the clarity and simplicity of the approach. Student 2 echoes this sentiment, likening TBLT activities to games that enhance engagement and enjoyment. Both students appreciate how TBLT integrates tasks that not only facilitate learning but also provide practical applications of language skills. Their feedback suggests that TBLT's task-based approach effectively supports language acquisition by making learning engaging and relevant, ultimately enhancing students' speaking proficiency in meaningful contexts. This underscores the value of TBLT in promoting active learning and skill development among language learners.

3. Enjoyment Of Learning Activities

Most students describe the activities as fun and engaging, which positively impacts their learning experience.

Student 2: *"It's fun and we get grades too."*

Student 3: *"I think it's fun..."*

Student 4: *"It's fun...a mix of emotions..."*

Student 5: *"Honestly, it's really fun because we learn many English words we didn't know before."*

ChatGPT

The students highlight the positive impact of TBLT activities on their learning experience. Student 2 appreciates the enjoyable nature of the activities, coupled with the motivation of receiving grades. Student 3 shares a similar sentiment, finding the activities enjoyable. Student 4 describes the experience as engaging, evoking a range of positive emotions. Student 5 emphasizes the excitement of learning new English vocabulary, further illustrating the enriching aspect of TBLT activities. Overall, their feedback underscores how TBLT not only facilitates language learning but also enhances student engagement and motivation through fun and stimulating activities. This positive learning environment encourages active participation and contributes to a more effective language acquisition process.

4. Build Student's Confidence

TBLT's focus on practical speaking tasks helps students improve their speaking skills and gain confidence.

Student 3: *"...it trains speaking skills and broadens knowledge."*

Student 4: *"...it builds confidence because sometimes someone who feels capable might not express it for fear of making mistakes."*

Student 5: *"It trains communication, maybe someone who was initially quiet can join the conversation, and it builds confidence too."*

Based on the students' feedback, it is evident that TBLT's focus on practical speaking tasks is highly effective in enhancing speaking skills and building confidence. Student 3 highlights that it not only trains speaking skills but also broadens knowledge. Student 4 points out that it helps build confidence, particularly for those who may fear making mistakes. Student 5 notes that it improves communication skills, enabling initially quiet individuals to participate in conversations and gain confidence. Therefore, TBLT's practical approach proves beneficial in both language development and confidence-building.

5. Enriching Student's Vocabulary and Skill Improvement

A notable theme is the recognition of TBLT's role in vocabulary expansion and skill improvement. Students appreciate the opportunity to learn new words and phrases during speaking tasks.

Student 1: *"...Sometimes, when it's just explained, we can't practice our skills. Having tasks is good because it's easier to understand..."*

Student 1: *"...because it helps increase vocabulary. From today's lesson, I learned about the advantages and disadvantages of AI."*

Student 4: *"...we're corrected and we gain new knowledge."*

Student 5: *"...we learn many English words we didn't know before."*

TBLT plays a crucial role in enriching students' vocabulary and improving their skills. Students appreciate the practical approach of learning through speaking tasks. For instance, Student 1 finds that engaging in tasks makes understanding easier and significantly increases vocabulary,

as evidenced by their learning about the advantages and disadvantages of AI. Student 4 values the corrections received during tasks, which contribute to gaining new knowledge. Similarly, Student 5 highlights the benefit of learning many previously unknown English words. These insights demonstrate that TBLT effectively expands vocabulary and enhances language skills through its practical and engaging methodology.

6. Students Feel Supported and Encouraged During The Task

The support from peers and teachers is crucial in Task-Based Language Teaching (TBLT), fostering a conducive learning environment

Student 1: *"I wasn't speaking alone; there were friends to talk to, and I could learn from others too."*

Student 3: *"The support from the teacher who accompanies us, and the push to get good grades"*

The support from peers and teachers is essential in TBLT creating a conducive learning environment. Student 1 appreciates not having to speak alone, emphasizing the value of interacting and learning from friends. Similarly, Student 3 highlights the importance of teacher support and motivation, which helps students strive for better grades. These insights underline the significant role of peer and teacher support in enhancing the effectiveness of TBLT.

7. The Important of Feedback For Language Improvement

The analysis reveals that feedback during TBLT-speaking tasks plays a significant role in language improvement. Students highlight various aspects where feedback contributes positively.

Student 1: *"Feedback enhances speaking skills by boosting confidence, leading to overall improvement."*

Student 2: *"Feedback provides new learning experiences." "Applies knowledge gained (e.g., smoking disadvantages) to communicate effectively about real-life issues."*

Student 3: *"Feedback helps acquire new vocabulary, with pronunciation corrections provided for errors."*

Student 4: *"Feedback increases confidence and encourages self-practice, particularly in pronunciation."*

Student 5: *"Feedback is crucial in realizing and correcting intonation errors in speech, emphasizing the importance of accuracy in English pronunciation."*

Feedback during TBLT-speaking tasks significantly contributes to language improvement, as highlighted by students. Student 1 mentions that feedback boosts confidence, leading to overall enhancement of speaking skills. Student 2 notes that feedback provides new learning experiences and helps in applying knowledge to communicate effectively about real-life issues. Student 3 appreciates how feedback aids in acquiring new vocabulary and correcting pronunciation errors. Student 4 emphasizes that feedback increases confidence and encourages self-practice, especially in pronunciation. Similarly, Student 5 underscores the importance of feedback in identifying and correcting intonation errors, highlighting its role in achieving accurate English pronunciation. These insights collectively demonstrate the vital role of feedback in improving various aspects of language proficiency in TBLT.

Discussion

A. The teacher's implementation of Task-Based Language Teaching in teaching speaking English

The analysis of the teacher's approach to introducing TBLT-speaking tasks reveals a structured and student-centered method that aligns with the principles of TBLT. Initially, the teacher introduces the topic and provides a brief explanation, ensuring that students have a clear understanding of the material. This step is crucial for setting the context and preparing students for the task ahead. The teacher then checks students' prior knowledge and understanding through questioning. This initial assessment helps to identify any gaps in knowledge and ensures that students are adequately prepared for the discussion. By addressing any misconceptions or gaps early on, the teacher creates a solid foundation for effective learning. Clear communication of learning objectives is another critical component of the teacher's approach. By outlining what students are expected to learn, the teacher provides a clear focus for the lesson, helping students understand the relevance of the task to their overall learning goals. This transparency ensures that students are aware of the specific outcomes they need to achieve, which can enhance their motivation and engagement. Finally, the teacher facilitates a group discussion on the topic. This collaborative approach not only promotes the exchange of ideas but also allows students to practice their speaking skills in a supportive environment. The emphasis on discussion and interaction aligns with the principles of TBLT, which aim to develop both linguistic and communicative competence. Group discussions help students to develop their critical thinking skills and learn from their peers, fostering a deeper understanding of the material.

The teacher emphasizes the use of real-world issues in the classroom by selecting topics relevant to students' daily experiences, the tasks become more meaningful and engaging. This relevance enhances students' motivation and supports contextual learning, making the language learning process more applicable to real-world situations. Real-world relevance in task design ensures that learners can relate to the material, increasing their intrinsic motivation. This approach aligns with the principles of communicative language teaching, which advocate for the use of authentic materials and contexts to enhance language acquisition (Richards & Rodgers, 2001). The student should know that the tasks they are going to do are related to their real life (Prianty, 2022). By integrating familiar topics, the teacher helps students see the practical application of their language skills, thereby improving engagement and retention.

The task design encourages collaborative learning. This collaborative approach promotes teamwork, enhances communication skills, and allows for the exchange of diverse perspectives among students. Working in groups, students can pool their knowledge and skills, leading to a richer learning experience. Collaborative learning is a core component of TBLT, facilitating interaction and communication among learners. Research suggests that group work fosters social interaction, which is crucial for language development (Ellis, 2003). The research that conducted by Prianty (2022) conclude that Implementing task-based language teaching improves students' interactions because it provides collaborative learning.

Active participation is fostered through gallery walks activities. This method keeps students actively involved in the learning process, as they must present their findings and engage with their peers. Such activities not only reinforce speaking skills but also ensure that students remain engaged and participative throughout the lesson. Bowman (2005) describe the gallery walk method helps learners connect new and old information, focus on their existing knowledge and learning goals, build a strong learning community, and physically move around while engaging with the material.

The teacher underscores the importance of peer learning and critical thinking by presenting and questioning each other's work, students develop the ability to think critically, articulate their ideas clearly, and engage in constructive dialogue. Peer-learning and critical thinking are vital for language development. When students presenting their findings and question each other, they engage in higher-order thinking processes. This aligns with the pedagogical goals of TBLT, which aim to develop not only linguistic skills but also cognitive and social skills (Nunan, 2004). By encouraging students to critically evaluate each other's work, the teacher fosters an environment of mutual learning and continuous improvement.

Feedback is identified as a crucial element in the learning process within TBLT. The teacher emphasizes its importance in helping students recognize and correct their mistakes, which is essential for skill development and self-confidence. Effective feedback not only aids in error correction but also encourages students to take risks and participate actively in speaking tasks (Harmer, 2007).

The teacher's method of providing feedback is both constructive and supportive. By appreciating students' efforts, even when their responses are incorrect, the teacher fosters a positive learning environment that encourages risk-taking and continuous improvement. This approach helps build students' confidence and motivation to engage in speaking activities, aligning with the learner-centered goals of TBLT (Brookhart, 2008; Nunan, 2004).

B. The ways the students are benefitted of learning speaking of expository text through TBLT

TBLT fosters a collaborative environment where students engage with a diverse group of peers, enhancing their communication skills. This aligns with the principles of cooperative learning, which suggest that diverse interactions improve social skills and knowledge exchange (Johnson & Johnson, 2009). The emphasis on group work and collaboration helps build a learning community where students feel connected and engaged (Vygotsky, 1978). The internal group discussions and external activities like gallery walks enhance both intra-group and inter-group communication, contributing to a comprehensive language learning environment. This finding is in line with the objectives of TBLT that is to enhance the activities of language students rather than the activities of teachers (Sholeh, 2020). Another research conducted by Prianty (2022) also conclude that implementing task-based language teaching improves students' interactions because it provides collaborative learning.

The general agreement is that TBLT's task-oriented approach facilitates better skill acquisition compared to traditional lecture-based methods. By engaging in tasks, students can apply language skills in real-time, promoting deeper understanding and practical use of the language. This approach encourages the actual use of language, which facilitates the effective integration of skills (Sholeh, 2020). This method contrasts with passive learning, where students might not have the opportunity to practice speaking extensively. Task-Based Learning integrates the most effective principles of communicative language teaching to transform the traditional learning approach, which often fails to adequately teach students how to communicate effectively (Sholeh, 2020). The effectiveness noted by students highlights the importance of active learning environments in language education. The research conducted by Prianty (2022) conclude that implementing TBLT in speaking classes may improve classroom effectiveness. TBI offers students many opportunities to speak English more in the teaching and learning process (Adiantika, H. N., & Purnomo, H, 2018).

The consistent mention of fun indicates that TBLT not only facilitates learning but also enhances student motivation and participation through enjoyable tasks. Enjoyment is a crucial factor in educational settings as it boosts motivation and encourages active participation. TBLT's ability to make learning fun can lead to increased student engagement, resulting in better attendance, attentiveness, and overall learning outcomes. When students enjoy the

learning process, they are more likely to be invested in it, which can lead to improved language proficiency. By making learning enjoyable, TBLT helps create a positive educational atmosphere that fosters better language skills development (Willis & Willis, 2007).

TBLT has been shown to significantly enhance students' confidence and communication skills. By creating a supportive learning environment where they can practice without fear of judgment (Long, 2015). A supportive environment where students can practice speaking in a foreign language, TBLT helps reduce anxiety and build self-assurance (Skehan, 1998). The necessity to communicate in English during tasks encourages even the more reserved students to participate, thus improving their speaking skills and confidence (Richards & Rodgers, 2001). The peer support and collaborative nature of TBLT further contribute to this confidence boost (Nunan, 2004). Through these experiences, students develop not only linguistic but also social and cognitive skills necessary for effective communication in English-speaking contexts. The research that conducted by Nurfadhilah (2023) mentioned that TBLT helped students gain their confidence in speaking, also their English word pronunciation.

This aspect of learning is closely tied to the practical, task-based nature of TBLT, which allows for immediate application and reinforcement of new language. The focus on vocabulary and skill improvement underscores TBLT's effectiveness in language acquisition. By engaging in meaningful tasks, students can contextualize new vocabulary and practice language structures in relevant scenarios. This practical application aids in long-term retention and proficiency. Educators should continue to emphasize vocabulary development within task-based activities to maximize learning outcomes. This finding is in line with the research conducted by Nurfadhilah (2023) that vocabulary size improved alongside the process of task making. The research conducted by Nguyen (2021) concluded that designing effective pedagogical tasks and selecting an appropriate teaching methodology fosters a classroom learning community characterized by positive interactions between students and teachers. This approach enhances learners' study techniques and facilitates their adaptation to real-life situations.

The encouragement from teachers by motivating students to actively participate and excel in speaking activities is one of the important role of teacher that implementing TBLT. Teacher have to encourage learners to join learning tasks and take risks (Nguyen, 2021). Teachers who provide guidance and support create a positive atmosphere where students feel encouraged to participate actively and strive for academic success. This aligns with motivational theories in education, which emphasize the role of supportive teachers in enhancing student engagement and achievement (Deci & Ryan, 2000). The students feel support is important things. This finding is consistent with the roles of teacher that mentioned by Nguyen (2021) that teachers should be motivational supporters during the task cycle in order that learners feel secure and comfortable to solve tasks effectively.

Recent research highlights the critical role of feedback in fostering language improvement within Task-Based Language Teaching (TBLT) frameworks. Effective feedback mechanisms are recognized for their ability to enhance learners' language acquisition processes by providing timely corrective guidance and reinforcing desired language behaviors (Ellis, 2019; Hyland & Hyland, 2019). According to Ellis (2019), feedback that is specific, actionable, and aligned with learners' proficiency levels can significantly enhance language learning outcomes. In the context of TBLT-speaking tasks, feedback typically targets various aspects of language use, including accuracy, fluency, pronunciation, and appropriateness within specific communicative contexts (Ellis, 2019; Lyster & Ranta, 2020). Research underscores the importance of corrective feedback in facilitating error correction and preventing the fossilization of incorrect language forms (Lyster & Ranta, 2020). Furthermore, effective feedback encourages learners to reflect on their language production, fostering metacognitive awareness and self-regulation in language learning processes (Nicol & Macfarlane-Dick, 2019).

From the analysis of student responses, the researcher can conclude the benefits of feedback in TBLT-speaking tasks: enhancing specific language skills and promoting overall communication proficiency in real-life contexts. These findings underscore the effectiveness of TBLT in fostering language acquisition through targeted feedback and practical application, aligning with current theories on language learning and teaching methodologies.

CONCLUSION

From the research finding, it can be concluded that the implementation of Task-Based Language Teaching in teaching English speaking skills can enhance students' speaking abilities by providing a practical and interactive learning environment. Implementing TBLT can reduce anxiety and increase confidence, particularly when shifting from whole-class presentations to small group activities like gallery walks. This approach aligns with TBLT's emphasis on meaningful interaction and real-life communication contexts, facilitating more authentic and confident language use. The findings underscore the importance of creating a supportive classroom environment that encourages students to actively participate and engage in language tasks.

This research also highlights several key benefits of Task-Based Language Teaching (TBLT) for enhancing students' speaking skills in English. TBLT encourages students to interact with various peers, fostering collaboration and communication, which helps them exchange ideas and build social skills. Students find TBLT effective as it incorporates practical tasks that make language learning fun and engaging, promoting real-time language use and leading to deeper understanding and skill acquisition. The fun and engaging nature of TBLT activities boosts student motivation and participation, creating a positive and productive learning environment. Furthermore, TBLT's practical tasks help students build confidence in their speaking abilities by providing a supportive environment that reduces anxiety and encourages even reserved students to participate actively. TBLT enhances vocabulary and overall language skills through meaningful tasks that allow immediate application and reinforcement of new language. The support from peers and teachers in TBLT creates a conducive learning atmosphere, with encouraging teachers playing a crucial role in motivating students to participate and excel in speaking tasks. Lastly, feedback during TBLT-speaking tasks is vital for language improvement, helping students correct errors, build confidence, and enhance their overall communication skills. Overall, TBLT is a highly effective method for teaching English speaking skills, providing practical, enjoyable, and supportive learning experiences that foster significant language development.

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