

TBLT STRATEGIES ON 7th GRADERS' SPEAKING ACHIEVEMENT: STUDENTS' VIEW

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ABSTRACT

This study aimed to explore students' perceptions of the implementation of Task-Based Language Teaching (TBLT) in improving English speaking skills among 7th-grade students. Conducted at SMPN 34 Surabaya during the 2024/2025 academic year, this qualitative research employed a case study to understand students' lived experiences. 3 participants from VII-H were selected purposively. The data were analyzed using six steps of thematic analysis. Additionally, the instrument was validated through experts, and the data were validated using member checking. The findings revealed that students perceived TBLT as an engaging and effective method that enhanced their fluency, vocabulary acquisition, and confidence in speaking English. They appreciated real-world tasks such as role plays and peer interviews, which provided meaningful practice and reduced anxiety. Collaborative learning and teacher support played a vital role in building a supportive environment. However, challenges such as limited vocabulary recall and speaking anxiety were still present. Students suggested incorporating more varied tasks, multimedia resources, and preparation time before speaking activities to improve the learning experience. This study established that TBLT had significant potential to engage students and enhance their confidence in speaking English when it was implemented conscientiously.

Keywords: *TBLT, Speaking ability, Students' perception, Narrative inquiry, Language learning.*

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INTRODUCTION

It is not a new thing that we can find students who learn English at school for so many years, but they still can communicate using English. This irony happens mostly in EFL countries. What is wrong then? Speaking is a fundamental aspect of communication, not only helping learners communicate effectively in the target language but also exploring deeper experiences and expressing thoughts (Pertiwi et al., 2024). Speaking can be claimed as one of the core problems in learning English (Pertiwi et al., 2024). Speaking was a crucial part of learned a second language, particularly English. It had a direct impact on students' capacity to succeed academically, communicate clearly, and take advantage of future

chances. Speaking was sometimes seen as the most significant measure of language competency among the four language abilities of speaking, listening, reading, and writing, since it showed how students really used language in everyday situations. Students who could speak clearly and fluently were able to articulate their thoughts, emotions, and opinions. Their confidence and involvement in class activities are influenced by their speaking abilities. Strong speaking abilities are also necessary in an academic setting for conversations, presentations, and oral exams that call for impromptu language production. Rahayu and Bhaskoro (2022) said, to learn the ability to speak more fluently, students need to practice it as often as possible.

Teachers may design more engaged, accessible, and flexible learned experiences for students by incorporating technology into their lesson plans (Azahra and Muliana, 2025). In the framework of taught EFL/ESL, a number of courses were created to satisfy both students and market demand, particularly to provide student teachers with sufficient technology literacy (Yuyun, 2018, as cited in Azahra and Muliana, 2025). Despite its widely acknowledged importance in language acquisition, many ESL/EFL students continue to face significant challenges in developing their speaking skills. These difficulties are often attributed to a variety of factors, including a persistent lack of self-confidence, insufficient opportunities to engage in meaningful speaking practice, and the prevalence of teaching methods that fail to effectively support communicative competence in real-life contexts (Khanh et al., 2023). Speaking also relies heavily on non-verbal communication elements such as gestures, facial expressions, tone of voice, and body language, all of which play a crucial role in aiding comprehension, maintaining the flow of conversation, and accelerating the speed of response during communication (Holler et al., 2018). Research shows that students who develop strong speaking skills tend to achieve better overall language proficiency and motivation. However, many classes still offer few opportunities for practice, which results in passive learning and poor oral abilities, particularly for seventh graders who require early speaking exposure to develop fluency and confidence (Hisbullah, 2022).

According to a preliminary observation conducted during the 2024–2025 academic year at one of junior high schools in Surabaya, seventh-grade students encountered considerable difficulties in improving their English-speaking abilities. Due to little practice and little usage of English in daily life, many students still had trouble with fundamental speech production skills, such as pronouncing and spelling simple words. Their verbal expressiveness and academic achievement were hampered by these issues, which led to an average speaking score of about 60, much lower than the school's required passing grade of 75. This situation highlights the need for more efficient methods to raise kids' speaking abilities. Besides students' low ability to speak English, the lessons given and taught by teachers also had an effect (Agustina and Cahyono, 2017). Among various teaching methods, learning intensity, learning frequency, duration, and depth of learning experiences have all been identified as potential determinants of language performance, especially in speaking performance (Aprianto & Sutarman, 2025). Learning that was too monotonous caused a lack of

student motivation in learning. Motivation is another area of the affective domain (Basturkmen, 2021). Cudney & Ezzell (2017) state that the use of various teaching strategies creates a positive impact on the students' learning and that they promote a change in students' motivation. Thus, a more conversational and engaging approach must be used to assist students in improving their speaking abilities.

Task-Based Language Teaching (TBLT) has been increasingly recognized as a compelling and effective instructional strategy aimed at upgrading the communicative competence of students, particularly in ESL/EFL contexts. These tasks are designed not merely as classroom exercises, but as authentic language-use experiences that encourage learners to actively engage, negotiate meaning, and apply their linguistic resources in contextually relevant situations (Sato & Lam, 2021). Task-Based Language Teaching (TBLT) centres on students actively engaging in meaningful tasks or assignments that require them to use the target language in authentic, communicative situations. These tasks are not merely academic exercises but are designed to simulate real-life scenarios in which language serves a clear purpose. Rather than focusing on the explicit teaching of grammar rules, as is common in traditional language instruction, TBLT places greater emphasis on fostering communication skills and encouraging learners to use the language practically, fluently, and functionally. Through this task-oriented approach, students are expected to develop greater confidence and competence in using the language for actual communication. Target tasks and pedagogic tasks are the two categories of tasks. Target tasks are those that come from the "real world" and take place outside of the classroom (Pan et al., 2023). Task-oriented instruction in language education typically consists of a series of structured steps that guide students through the process of acquiring and using the target language. Within the framework of Task-Based Language Teaching (TBLT), the instructional process is generally organized into three essential stages: the pre-task, the task cycle, and the post-task phase. Each of these stages plays a distinct and crucial role in supporting learners' language development. The pre-task phase involves preparing students for the task by introducing relevant vocabulary, topics, or strategies. The task cycle focuses on students performing the main task, often in pairs or groups, where they use the target language to achieve specific communicative goals. Finally, the post-task phase allows for reflection, feedback, and possible language analysis, enabling learners to consolidate what they have learned and improve their performance in future tasks.

Numerous studies have established TBLT's beneficial effects. Based on the past ponder conducted by Ellis et al. (2024), approximately Examination of The Impact of TBLT-based computerized Storybook on Students' Composing Competency in SMAN 1 Busungbiu found that students' learning motivation and possibilities for verbal practice were much enhanced by the integration of technology and TBLT. Past considers by Hisbullah (2022) that talk about approximately The Adequacy of Task-Based Dialect Instructing to Instruct Talking Abilities, exposed how TBLT increases students' engagement and interest in learning speaking skills and by utilizing this educating demonstrate, the analyst might utilize a few sorts of assignment which makes a difference the understudies

got their intrigued and investigate them to can fathom a few kinds of errand. Sabil (2020), almost The Utilization of Task-Based Dialect Educating in Making strides Students' Talking Capability, noted that TBLT inspired students to learn how to speak English. The understudies are curious about learning to speak English through Assignment-Based Language Teaching (TBLT). Other considers by Terzi (2022) that inspected Task-Based Language Teaching (TBLT) to Extend English speaking Ability of Indonesian Auxiliary high School Understudies, appeared that TBLT makes a secure and pleasant learning environment, and it moreover advances collaborative learning among the understudies. In conclusion, ponder by Kormos (2023), almost Application of TBLT (Task-Based Language Teaching Approach) in English education in Junior high Schools and Colleges, the discoveries were that TBLT has appeared guarantee in improving dialect learning, it is basic to recognize its restrictions and zones for advancement.

This study stood out in its focus on utilizing task-based language instruction as a method to help students become more proficient speakers. For young learners, especially 7th graders, mastering speaking early is essential for building confidence and fluency, making Task-Based Language Teaching (TBLT) a promising approach to enhance their speaking achievement (Hisbullah, 2022). The current study emphasizes students' opinions on TBLT implementation, in contrast to many earlier studies that mainly focused on classroom management and material delivery. Through this, it provides educators, curriculum designers, and legislators with fresh perspectives on how to improve English education and encourage more successful speaking development in early students. The gap rests in the lack of research examining how TBLT affects seventh-grade students' speaking skills, as well as the fact that this method has not been fully implemented to engage students in the learning process. Few studies have particularly examined younger learners at the lower secondary level, although several have investigated TBLT in general language learning environments. Additionally, there is still an opportunity for more research into how TBLT can improve speaking achievement and involvement among seventh graders because this teaching approach has not been fully adopted in classrooms to actively engage students in the speaking process. Moreover, most studies only focus on the cognitive aspects of language learning, such as vocabulary and grammar, without delving deeper into how TBLT strategies affect students' motivation and confidence in speaking English by Susanto et al., (2022). This study purpose to describe students' perceptions of task-based language teaching. The research question was formulated as: How is students' view of TBLT strategies on 7th graders' speaking achievement?

RESEARCH METHOD

Research Design

This study investigated the effects of Task-Based Language Teaching (TBLT) on the speaking abilities of seventh-grade students at SMPN 34 Surabaya using a qualitative case study design. A case study was an empirical investigation that looked into a modern phenomenon in the setting of real-life circumstances (Yin, 2017, as cited in Varela et al., 2021) Using a variety of data sources, such as

classroom observations, semi-structured interviews, and document analysis, the researcher was able to examine how TBLT impacted students' motivation, confidence, and speaking performance. This is to guarantee that information is gathered accurately and directly from the participant's shared life experiences (Creswell, 2017, as cited in Zakaria et al., 2023).

Participants

Semi-structured interviews among grade 7 students at one of Surabaya's junior high schools who had taken part in English language instruction using the TBLT style during the 2024–2025 school year provided the study's data. Participants in this study were three students from class VII-H. The sampling was selected purposively, considering their active involvement in TBLT activities and their willingness. The interviews aimed to explore students' perceptions, experiences, and reflections on the implementation of TBLT in English language learning, particularly in the development of speaking skills, and to allow them to share their experiences. The following was demographic information about the participants:

Table 1. Demographic of Participant

No	Name	Gender	Age	Grade Level	Range English Level
1.	Arhan	Male	12	7	A1 (Beginner)
2.	Cia	Female	12	7	A2 (Elementary)
3.	Flora	Female	12	7	A2 (Elementary)

The school and students gave their ethical approval before the study was carried out. Every participant received an explanation of the study's goals, the methods to be used, and their ability to withdraw at any time. The research findings were reported using pseudonyms, and the students' identities were kept private to maintain ethical compliance.

Data Collection and Analysis

Data collection techniques used in this study were semi-structured interviews. Semi-structured interviews allow the researcher to follow a pre-prepared guide of questions, while still allowing flexibility for participants to develop their answers and for the researcher to explore topics that arise during the interview. This method is effective for obtaining in-depth and contextualized data on learners' experiences and perceptions. Semi-structured interviews provide a balance between structure and flexibility, allowing researchers to extract relevant information while remaining open to participants' perspectives. To guarantee that participants could openly share their thoughts and experiences without being hindered by language obstacles, interviews were conducted mostly in Indonesian. Each interview was conducted one-on-one, lasted between fifteen and twenty minutes, and was audio recorded. For theme analysis, they were first transcribed in Indonesian and then translated into English. The data were analyzed using six steps of thematic analysis. Additionally, the instrument had been verified through experts who were two English lecturers, and the data were validated using member checking.

FINDING AND DISCUSSION

Finding

Four major themes from student interviews are presented in this section: opinions on TBLT, how it affects confidence and speaking, the importance of teamwork and teacher assistance, and associated difficulties with recommendations.

Table 2. Interview Questions and Their Focus

No	Interview Questions	What It Explores
1.	Could you explain how you learned English in class using Task-Based Language Teaching (TBLT) activities?	Perception and knowledge with TBLT in general.
2.	Which speaking exercises, such as role plays, interviews, and problem-solving. Did you complete during the lessons? Which ones were your favorites? Why?	Types of TBLT assignments and student involvement.
3.	How did these speaking exercises help you develop your vocabulary, pronunciation, and fluency?	Perceived influence on speaking sub-skills.
4.	How comfortable were you speaking English in front of your peers before to adopting TBLT? Has that been altered? In what way?	TBLT-related changes in speaking confidence.
5.	Could you describe a particular instance or assignment when you thought your English had improved? Why was that task useful?	Progress indicators and useful task attributes.
6.	Do you believe that completing projects in groups or pairs improved your speaking skills? How?	The function of peer contact and teamwork in TBLT.
7.	In what ways did your instructor assist or mentor you during TBLT exercises? Did your speaking performance change because of their support?	Scaffolding and the role of teachers in the TBLT environment.
8.	During TBLT activities, did you encounter any challenges? If so, describe how you overcame them.	Task-related challenges and problem-solving.
9.	What differentiate TBLT exercises from your previous method of learning to speak English? What approach is your favorite? Why?	Students' preferences and comparison with conventional approaches.
10.	After participating in multiple TBLT-based lessons, how do you feel about your speaking development? Have actual talks outside of the classroom improved in any way?	Self-evaluation of development and practical implementation.
11.	Do you find task-based speaking exercises entertaining and interesting? Why not, or why?	Affective and motivational aspects of TBLT.
12.	What ideas do you have to improve the effectiveness and appeal of TBLT speaking exercises for students like yourself?	Student perspectives on how to enhance instruction.

Students' Experiences and Perceptions of TBLT

All participants expressed positive experiences with TBLT, noted its clear difference from traditional grammar-focused methods. They appreciated its dynamic, participatory nature, which emphasized real-world language used and fostered a more inclusive, student-centered environment that encouraged active learned.

“The problem is that we do not just sit and listen to theory, but directly practice. So, I feel more active, more courageous to speak up because we are immediately given tasks that are connected to everyday life.” (Arhan, Audio Recording, May 25, 2025). “What I like the most is role play, because I can imagine being someone else, sometimes it even becomes funny with friends.” (Arhan, Audio Recording, May 25, 2025).

These answers demonstrate how TBLT improved students' speaking, self-assurance, and inventiveness through interactive exercises. While role play, which is frequently a favorite, helped ease anxiety, collaborative and visual activities promoted peer support.

“Describing picture cards of people is really fun, because you can discuss with friends and help if someone is confused.” (Cia, Audio Recording, May 25, 2025).

This response emphasizes the value of visual aids and peer interaction in language learned by demonstrating how activities like described picture cards promoted mutual support and produced a more laid-back, lively classroom environment.

“I was anxious when I first started speaking English, but the exercises made it easier and more enjoyable.” (Flora, Audio Recording, May 25, 2025).

This reveals that, despite her initial reluctance, TBLT made her feel more at ease and enjoy speaking English. In general, TBLT improved students' motivation, involvement, and favorable views toward speaking English in everyday situations.

The Impact of TBLT on Speaking Skills and Confidence

Due to regular and meaningful usage of English during interactive classroom exercises, students reported significant gains in their spoke abilities, including fluency, vocabulary, and pronunciation. One participant shared:

“Because I talk a lot, my tongue gets used to it, and the pronunciation becomes better. And because I must think fast, I am able to speak more fluently over time.” (Arhan, Audio Recording, May 25, 2025).

This statement illustrates how repeated exposure to speaking activities helped students internalize pronunciation patterns and develop fluency through real-time processing. Another student described how vocabulary acquisition became more natural and collaborative in nature:

“After making descriptive texts and going to the front of the class, we discuss together to recognize new vocabulary. So, it is not just the teacher who gives the material, but we also practice directly.” (Cia, Audio Recording, May 25, 2025).

This showed how TBLT encouraged active learned, in which students collaborate with peers to co-create information, resulting in increased self-assurance and enhanced language competency.

“I used to be shy... afraid of being wrong. But after joining TBLT, I thought 'it's okay to be wrong'. Now I am more confident even though I am still a little nervous.” (Arhan, Audio Recording, May 25, 2025).

This was a reflection of TBLT's encouraged atmosphere, which pushed students to take chances and see errors as opportunities for growth. During a class discussion, one student showed this development:

“At first, I was nervous about having to speak in front of the class using English. But during the debate, because it was interactive, I got more used to listening and responding to other people. That really helped.” (Cia, Audio Recording, May 25, 2025).

This experience highlights how interactive assignments affect students' confidence while speaking and their capacity to have meaningful conversations.

“I had to practice speaking naturally because of the tasks. I had the impression that I was speaking English in everyday situations rather than only for exams. My confidence was greatly increased by that event.” (Flora, Audio Recording, May 25, 2025).

The statement demonstrates how TBLT enabled her to speak English more confidently and fluently in everyday situations rather than only for exams. Overall, TBLT provided students with opportunities not only to practice language meaningfully but also to experience growth in both skill and self-assurance.

The Role of Collaborative Learning and Teacher Support

Working together in groups or pairs was thought to be crucial for enhancing speaking abilities since it promoted peer learning, eased stress, and created a laid-back environment. As one student stated:

“Group work feels more relaxed. We can discuss first, then help each other if someone is confused. So, when we talk, it is not too tense.” (Arhan, Audio Recording, May 25, 2025).

Working in groups offered beneficial chances for genuine contact, communication, and teamwork.

“Working with friends makes me more courageous in asking and answering questions, as well as learning to express opinions and listen to other friends.” (Cia, Audio Recording, May 25, 2025).

Students admired teachers who modeled proper language, provided constructive criticism, and supported them without embarrassing them; therefore, teacher support was crucial.

“My teacher is very supportive. He likes to give examples first, then give feedback that does not make me feel down.” (Arhan, Audio Recording, May 25, 2025). Another opinion: “I felt supported and more comfortable speaking thanks to group work and teacher feedback.” (Flora, Audio Recording, May 25, 2025).

Evidence demonstrates how teacher assistance and collaborative learning boosted her confidence in speaking and encouraged her involvement. The conclusions drawn demonstrate that increasing students' speaking confidence requires teamwork and instructor support. While teacher direction through modeling and feedback encouraged students to speak more confidently, group work decreased nervousness and promoted peer learning.

Challenges Faced During TBLT and Suggestions for Improvement

While the TBLT was largely well-received by students, there were significant difficulties, especially in the early stages of its deployment.

“At first, I was confused about what to say or forgot words. I usually write down important vocab and practice at home.” (Arhan, Audio Recording, May 25, 2025).

Students claimed that TBLT was more useful, dynamic, and applicable to everyday communication than passive grammar memorizing, which is why they chose it over earlier approaches.

“Learning with TBLT is more 'real'. It is not just memorizing grammar; it is direct practice. So, the learning is livelier and not bored.” (Cia, Audio Recording, May 25, 2025). Other students' opinions say, "I recommend more preparation time and clearer instructions because it was occasionally difficult to understand the tasks." (Flora, Audio Recording, May 25, 2025).

However, incorporating such diverse tasks requires careful planning to ensure they align with the learning objectives and the students' proficiency levels. TBLT, as demonstrated in this study, creates an interactive, student-centered learning environment that is distinct from traditional grammar-based approaches (Ellis et al., 2022). Students reported enjoying tasks that involved real-world communication, such as role plays and peer interviews, which allowed them to actively engage in language practice.

Discussion

The findings of this study validate the efficacy of Task-Based Language Teaching (TBLT) in enhancing students' confidence and speaking skills. In line with earlier research, TBLT produced a dynamic, learner-centered setting that promoted engagement and real-world language use (Ellis et al., 2022). This study's significant addition was its emphasis on seventh graders' viewpoints in an Indonesian junior high school setting, which sheds light on how young students react to TBLT exercised both linguistically and emotionally. These results showed that in EFL classrooms, meaningful, practical communication exercises could successfully boost motivation, lower fear, and improve fluency. It was consistent with other research's results that task-based approaches encouraged real-world language use, which boosts motivation and fluency (Samuda et al., 2018). As a result, TBLT can be considered a successful strategy for promoting student motivation and language proficiency in everyday communication. It helps students develop fluency, confidence, and a long-lasting enthusiasm in using English outside of the classroom by placing an emphasis on meaningful task completion and authentic engagement.

Positive Experiences with TBLT

Although TBLT gave students the chance to use English in a meaningful and communicative way, they found it inspiring and engaging. In contrast to grammar-based instruction, TBLT activities such as role plays and peer interviews enabled students to connect classroom learning with real-world communication, increasing their enthusiasm and willingness to speak. Traditional grammar-focused techniques, which emphasize grammatical accuracy over communicative fluency, often fail to enhance students' ability to speak spontaneously in real-

world contexts (Ellis et al., 2024). This was consistent with Ulla (2020) and Sudharshana & Mukhopadhyay (2022), who emphasize how interactive activities boost students' self-esteem and language retention. There is proof that even lower-secondary students benefit from authentic projects that mirror everyday communication needs. An element that was frequently disregarded in early EFL programs was new. However, students' positive engagement may have resulted more from the novelty of TBLT than from its long-term effectiveness.

Improvement in Speaking Skills

After participating in task-based speaking exercises on a regular basis, students reported notable gains in vocabulary, pronunciation, and fluency. Students' gains in vocabulary, pronunciation, and fluency as a result of TBLT exercise attest to its efficacy in improving speaking abilities (Ellis et al., 2020). These enhancements assist Long (2021) contend that meaningful negotiation of meaning through contact promotes fluency. Likewise, Gass and Mackey (2020) in Khanh et al. (2023) discovered that learned language in conversational settings improved retention. This showed that even novices (A1–A2 level) could obtain discernible fluency gained by consistent involvement in communicative tasks, and the study contributes to the body of current literature. Instead of treating vocabulary and pronunciation as distinct grammar or vocabulary sessions, teachers might scaffold these skills inside communicative tasks. Future research should include pre- and post-speaking tests for objective validation, as this study concentrated on self-reported improvements. This would provide more convincing proof of TBLT's influence on students' speaking growth and bolster the validity of subsequent research.

Collaborative Learning and Teacher Support

Students' confidence in language practice was greatly enhanced by collaborative learning and encouraging teacher feedback. Peer support increased, and speaking anxiety decreased when working in pairs or small groups, echoing previous findings (Neomy Storch, 2018) and (Sato & Dussuel Lam, 2021). Scaffolding for teachers, as highlighted by Dörnyei (2020), gave assurances that encouraged students to take risks when speaking. The distinctive contribution of this study lies in revealing how teacher–student rapport influences motivation in a TBLT setting. Instructors need to find a balance between student autonomy and structured assistance. Students are encouraged to freely share their thoughts in a classroom setting that is secure and collaborative. The teacher's formal style was viewed as intimidating by some students (Flora, Audio Recording, May 25, 2025), indicating that participation may be impacted by the teacher's tone and attitude. Thus, encouraging a more friendly and motivating teaching method may improve students' comfort, participation, and openness to speak in class.

Challenges and Areas for Improvement

The outcomes demonstrate that students continued to have difficulties with vocabulary memory and spontaneous speech production not with standing their development. This conforms to Nation et al. (2019) and Kormos (2023), who pointed out that regular exposure and practice were necessary for fluency improvement. Although TBLT successfully enhanced speaking abilities, genuine fluency requires consistent practice with challenging activities like debates or

speeches (Ellis et al., 2024). Even though TBLT lessens spoken anxiety, issues like hesitancy and a small vocabulary still exist (MacIntyre and McGillivray, 2020). Teachers should progressively transition from organized conversations to open discussions and debates to assist students in developing spontaneity in speaking without feeling pressured. This method keeps the classroom environment encouraging while enabling pupils to progressively gain confidence. Giving pupils assignments that promote genuine communication, such as problem-solving, interviewing, and storytelling, might improve their capacity for organic idea expression. Over time, regular feedback and peer cooperation are also crucial for increasing accuracy and fluency. However, the short period of this study reduced students' exposure to longer-term fluency development programs. Since students will have more chances to internalize language patterns and acquire automation in authentic communication, long-term TBLT deployment is anticipated to produce more long-lasting improvements in speaking performance. To better understand how consistent practice promotes speaking development, future studies should examine the impacts of longer and more varied task sequences.

Suggestions for Improvement

The incorporation of multimedia (videos, interactive apps) into TBLT has been shown to enhance engagement and provide authentic examples of language use (Mulyadi et al., 2021). Videos offer a rich, contextualized form of language input that is directly applicable to real-world communication (Sudharshana & Mukhopadhyay, 2022). Similarly, allowing students to choose topics that align with their interests can significantly boost motivation, as research by Dörnyei (2020), suggests that autonomy in task choice leads to higher levels of engagement and learning outcomes. Studies have demonstrated that preparation time can improve the fluency and coherence of spoken output by allowing students to organize their thoughts and reduce anxiety (Seedhouse, 2019). However, it is crucial that this time be balanced with the need to foster spontaneous, real-time communication, as excessive reliance on preparation can hinder the development of natural conversational skills (Basturkmen, 2021).

CONCLUSION AND SUGGESTION

The findings of this study contribute to the growing body of research supporting the effectiveness of TBLT in improving students' speaking skills, confidence, and motivation. Task-based learning encourages meaningful, real-world communication, supports the development of fluency, and provides a less anxiety-inducing environment for students. Collaborative learning and teacher support are also crucial factors in creating a conducive learning environment. However, challenges such as vocabulary retrieval, sentence construction, and speaking anxiety remain prevalent. To address these issues, incorporating diverse tasks, multimedia resources, and preparation time can further enhance the effectiveness of TBLT. This study, alongside recent research, reinforces the importance of contextually rich, interactive learning environments for promoting language development. The limitation of this study was that it only presented students' opinions on learning by using task-based language teaching strategies for

speaking skills. Suggestions for future research could be explored and developed using various methods and focusing on English language skills other than speaking, such as reading or writing skills.

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