

**THE EFFECT OF TASK-BASED LANGUAGE TEACHING (TBLT)
STRATEGY ON IMPROVING SPEAKING SKILLS OF EFL LEARNERS**

THESIS

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ENGLISH EDUCATION DEPARTMENT

2025/2026

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THESIS

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One of The Requirements to Obtain a Bachelor's Degree In the Field of
Education in English Language Teaching

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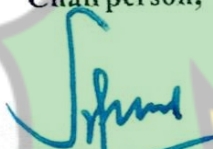
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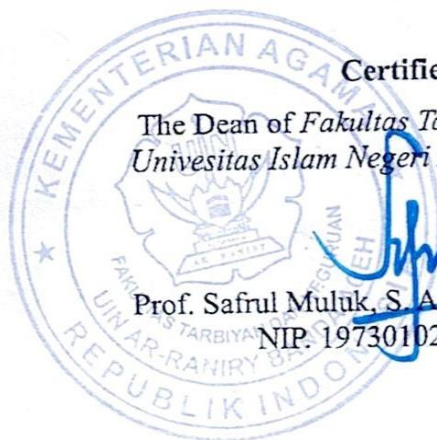
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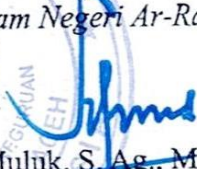


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**The Effect of Task-Based Language Teaching (TBLT) Strategy on Improving
Speaking Skills of EFL Learners**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 07 Agustus 2026

Saya yang membuat pernyataan



Chairi Usrina Putri

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ACKNOWLEDGMENT

All praise and gratitude are due to Allah SWT, the Most Gracious and the Most Merciful, for His countless blessings, guidance, strength, and patience that have enabled me to complete this thesis entitled “*The Effect of Task-Based Language Teaching (TBLT) Strategy on Improving Speaking Skills of EFL Learners.*” Without His mercy and blessings, this journey would not have been possible. May peace and blessings always be upon our beloved Prophet Muhammad SAW, who has guided humanity from darkness to light and towards the path of knowledge and wisdom.

I would like to thank the following people and institutions for their support in the completion of this thesis:

1. Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D., my supervisor, for his outstanding guidance, patience, encouragement, and support during the accomplishment of my thesis. I am deeply appreciative for all the suggestions, corrections and advice he has given me from the beginning to the end of this investigation. His knowledge, devotion and wise counsel contributed immensely not just to the improvement of this thesis but also to my development as a student and academic learner.
2. All the instructors of English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Ar-Raniry who have kindly contributed their expertise, experience, advice, and valuable teachings to me during my study years. Every class, every word of advise and every encouragement I have gotten has been a major factor in shaping my knowledge, skills and perspectives as a student. I sincerely appreciate their commitment and support to my educational career.
3. I would like to thank my examiners for dedicating their time and effort in studying this thesis and providing valuable comments, ideas, corrections and helpful feedback. Their valuable contribution has significantly enhanced the quality of this research. I am very thankful for the knowledge and insights they have provided with me that has allowed me to see the strengths and limitations of this thesis and has inspired me to improve it into better academic work.
4. MAS Ruhul Islam Anak Bangsa, for having given me permission and an opportunity to carry out my research in the school. I am really thankful for the warm reception, collaboration, assistance and support given during the research process. This research could not have been completed without their permission and assistance. I would like to express my deepest

gratitude to all at MAS Ruhul Islam Anak Bangsa who, directly or indirectly, assisted in the successful completion of this study.

5. To my dearest Mamak and Ayah, I give my most profound thanks and my boundless love. Thank you for your never ending prayers, unconditional love, uncountable sacrifices, patience and constant support during all phases of my life. Thank you for having faith in me when I didn't have faith in myself. Your prayers have been there all the way, your words have been there when I was tired, and your love has always been the best place for me to come home to. All of my achievements today are inseparably tied to the sacrifices you have made for me. This thesis does not reflect only my work but also your love, prayers, patience, and tireless effort. I genuinely hope this accomplishment can bring both of you joy and pride.
6. My dear Abang who always supports and motivates me during the process of completing this thesis. Thank you for constantly reminding me to keep going, especially when I was tired, stressed, or unsure about myself. Your support, encouragement, words of advise, and faith in me have given me the fortitude to confront every hardship this road has brought on. thank you for being one of those people who was always there to remind me that giving up was never an option and that every battle would put me closer to my goal.
7. All my dearest friends who have traveled with me in this academic trip. Thank you for all the moments we have had, for the laughing that made the bad days easier, for listening to my troubles and concerns, for giving me support when I was tired. Thank you for being with me in the happiness, worry, bewilderment and many other problems in finishing this thesis. Having you around, your support, kindness and motivation made this experience much more meaningful and memorable. I am so thankful to have been able to go through this significant chapter of my life with such great individuals.
8. Last but not least, me, Chairi Usrina Putri. Thanks for making it this far. Thank you for choosing to stay and to fight and to keep marching forward when the road felt heavier than you ever dreamed. Thank you for living through the sleepless nights, the tears no one saw, the moments of doubt, the dread of failure, the tiredness and all the silent fights only you knew. There were moments when you questioned if you had the strength to continue, but somehow, you always managed to find the bravery to take that extra step. Thanks for not giving up on the dream you started long ago, even if the journey to it was full of obstacles. Chairi Usrina Putri, be proud of your own self. Perhaps you haven't taken this path perfectly, but you have

taken it courageously. Every cry, every disappointment, every sacrifice, every prayer and every little effort has finally got you to this moment. This thesis is not only a necessity in academia, it is a testament to survival of days you believed you couldn't make it through, of standing when situations almost shattered you, of your perseverance outweighing your uncertainty. Thank you for believing in yourself, for surviving and never quite giving up on yourself. You accomplished it

Finally, may Allah SWT reward and bless all those who have supported, assisted, prayed for and accompanied me in my path. I truly hope that this thesis could bring benefits to its readers, and help in a little way to the improvement of English language education.



ABSTRACT

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Thesis Title : The Effect of Task-Based Language Teaching (TBLT) Strategy on Improving Speaking Skills of EFL Learners
Supervisor : Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D.
Keywords : Task-Based Language Teaching, speaking skills, EFL learners, speaking performance, N-Gain

Speaking is an essential skill in learning English as a Foreign Language (EFL); however, many learners still experience difficulties in expressing their ideas orally due to limited vocabulary, grammatical difficulties, pronunciation problems, lack of fluency, and limited confidence. Task-Based Language Teaching (TBLT) provides learners with opportunities to use English actively through meaningful and communicative tasks. This study aimed to examine the improvement of EFL learners' speaking skills, particularly in terms of fluency, accuracy, pronunciation, vocabulary, and comprehension, following the implementation of TBLT. This study employed a quantitative pre-experimental method with a one-group pre-test-post-test design. The participants consisted of 32 students of Class XII MIPA V at MAS Ruhul Islam Anak Bangsa. The treatment was conducted in six instructional meetings over approximately four weeks. Data were collected through speaking pre-test and post-test assessments and analyzed using descriptive statistics, the Shapiro-Wilk normality test, a paired-samples t-test, and N-Gain analysis. The findings revealed that the students' mean speaking score increased from 10.75 in the pre-test to 14.69 in the post-test, with a mean improvement of approximately 3.94 points. Improvement was also found across all five speaking components. Pronunciation showed the largest improvement, increasing from 2.16 to 3.06, followed by fluency, which increased from 2.16 to 3.00. Accuracy increased from 2.09 to 2.88, vocabulary from 2.38 to 3.09, and comprehension from 1.94 to 2.66. The Shapiro-Wilk test indicated that the difference scores were normally distributed ($W = .944$, $p = .095$). Furthermore, the paired-samples t-test revealed a statistically significant difference between the students' pre-test and post-test speaking performance, $t(31) = 14.628$, $p < .001$. The N-Gain score was 0.426, indicating a moderate level of normalized improvement. These findings demonstrate that the students achieved significantly higher speaking performance following the implementation of TBLT, with improvement occurring across all five speaking components. Nevertheless, because this study employed a one-group pre-experimental design without a control group, the improvement should be interpreted as an observed change following TBLT implementation rather than definitive evidence that TBLT was the sole cause of the improvement.



CHAPTER I

INTRODUCTION

A. Background

Speaking ability is an important measure of learners' communicative skill when considering English as a Foreign Language (EFL) since speaking allows learners to convey their thoughts, intents and opinions through oral communication (Bukhori & Irsyad, 2025). However, many EFL learners still face problems in developing speaking skills due to linguistic and psychological factors, such as limited vocabulary, grammatical problems, pronunciation issues, lack of confidence, and anxiety while communicating orally (Robah & Anggrisia, 2023; Diana et al., 2024). Speaking is still one of the toughest abilities in the Indonesian EFL environment because learners may have limited opportunities to practice English, and they often face linguistic and psychological hurdles in talking (Robah & Anggrisia, 2023). Speaking anxiety experienced by Acehnese university students was associated to low self-confidence, lack of competence, and fear of making mistakes, which influenced their capacity to build sentences and articulate ideas in the target language (Habiburrahim et al. 2020). Similarly, Muluk et al. (2021) found that EFL speaking classes experienced various problems such as students' lack of self-confidence, restricted vocabulary, and lack of equipment or teaching media to facilitate speaking activities.

These considerations point to the necessity for EFL classes to adopt teaching techniques that allow students greater opportunity to learn English in an authentic way through communication. Grammar and vocabulary-centric teaching methods might equip students with linguistic information, but they do not provide sufficient chances for learners to foster the practical skills needed for spontaneous communication in actual life circumstances (Naida & Astutik, 2026). Therefore, in an effort to improve students' speaking skills, a learner-centered strategy should be adopted to foster engagement, active participation and meaningful usage of the target language. One of the approaches that has received much attention in EFL teaching is Task-Based Language Teaching (TBLT). TBLT stresses on real language use and purposeful communication by involving learners with tasks where the language is utilized as a tool to achieve meaningful communication instead of being an object of study (Mudinillah et al., 2024). Meaningful communicative tasks allow learners to actively use the target language, communicate with others and enhance their communicative skills (East, 2021).

Previous research have found TBLT can be beneficial for learners' speaking development. Afifah and Devana (2020) explored the use of Task-Based Learning in the EFL speaking classroom

in a quasi-experimental study with 36 university students. They found that the task-based activities helped students improve their speaking skills and were positively appreciated by students. For example, Panduwangi (2021) explored the effectiveness of TBLT on 60 first semester college students using an experimental and control group design with pre and post-tests. The result showed the improvement of students' speaking skills, especially in accuracy and fluency, and their confidence to speak in English. Similarly, Mulyadi et al. (2021) conducted a quasi-experimental pretest-posttest control-group design to investigate technology-enhanced TBLT among 97 ESP learners and found a significant improvement in speaking performance via role-play, but not in all speaking activities. More in line with the design of the present research, Sultan et al. (2026) adopted a quantitative pre-experimental one-group pretest-posttest design with 29 EFL junior secondary students. Results indicated that the students' average speaking score went from 34.90 in the pre-test to 68.83 in the post-test. Additionally, the paired-sample t-test revealed a statistically significant increase in speaking skills after implementing TBLT (Sultan et al., 2026).

While these prior studies generally indicate the promise of TBLT in enhancing speaking abilities, variances exist in research design, participants, setting and features of speaking being measured. Some research employed experimental or quasi-experimental designs with control groups (Afifah & Devana, 2020; Panduwangi, 2021; Mulyadi et al., 2021). Pre-experimental data utilizing a single group is quite sparse and context-specific. For example, Sultan et al. (2026) utilized a one-group pretest-posttest design identical to our study except their participants were junior secondary students in South Sulawesi. In addition, prior studies have sometimes focused on certain aspects of oral performance; for instance, Pham et al. (2023) explicitly focused on speaking correctness, while other studies have paid greater attention to fluency. Therefore, it is useful to further investigate in a different educational situation to examine changes in multiple elements of speaking performance including fluency, accuracy, pronunciation, vocabulary and comprehension within the same group of learners.

Research gaps can also be recognized in terms of location, participants and supporting variables. The previous research about EFL speaking in Aceh was mostly about university students. For example, Habiburrahim et al. (2020) studied speaking anxiety among university students in Aceh and EFL students' speaking skills in the setting of Public Speaking at the university level by Muluk et al. (2025). More recently, Syahputra (2026) studied the perspectives of Islamic college students on TBLT in speaking classes in Meulaboh through a qualitative case study and found good perceptions of task-based activities. Nevertheless, quantitative pre-experimental research examining TBLT

among senior high school students, particularly within an Islamic senior high school context in Aceh, remains limited. Moreover, previous research has commonly examined either speaking performance or learners' perceptions, whereas the present study uses students' perceptions as supporting data alongside direct measurement of their speaking performance. Thus, the present research provides a different contextual and methodological perspective on the implementation of TBLT.

Based on these research gaps, this study investigates the effect of Task-Based Language Teaching (TBLT) strategy on improving EFL learners' speaking skills at MAS Ruhul Islam Anak Bangsa. This study employs a quantitative pre-experimental one-group pre-test and post-test design to measure students' speaking performance before and after the implementation of TBLT. The speaking performance is examined through several components, including fluency, accuracy, pronunciation, vocabulary, and comprehension. In addition, students' perceptions toward the implementation of TBLT are explored as supporting information to provide a more comprehensive understanding of their learning experiences. Through this research, the study is expected to provide further empirical evidence regarding the implementation of TBLT in improving the speaking skills of senior high school EFL learners in Aceh.

B. Research Question

To what extent do EFL learners' speaking skills, including fluency, accuracy, pronunciation, vocabulary, and comprehension, improve following the implementation of Task-Based Language Teaching (TBLT)?

C. The Aim of the Study

The aim of this study is to examine the improvement in EFL learners' speaking skills, including fluency, accuracy, pronunciation, vocabulary, and comprehension, following the implementation of Task-Based Language Teaching (TBLT).

D. Significance of the Study

This study is expected to contribute to the theoretical literature on Task-Based Language Teaching (TBLT), specifically in the development of speaking abilities of EFL learners. In previous studies, TBLT has been found to give learners with opportunities to utilize the language through meaningful communicative tasks and has good impacts on speaking and communicative competence (Mudinillah et al., 2024; Xie & Lan, 2025). Therefore, the present study may offer empirical data by investigating students' speaking performance in terms of fluency, accuracy, pronunciation, vocabulary and understanding after the adoption of TBLT in a senior high school EFL environment.

Practically, the findings of this study are expected to be useful for English teachers in selecting and designing speaking activities that provide students with more opportunities to use English meaningfully. TBLT emphasizes real-life communication and encourages learners to participate actively in communicative tasks, which can support the development of speaking performance (Mulyadi et al., 2021; Naida & Astutik, 2026). The effectiveness of task-based instruction also depends on the appropriateness of the tasks' design and implementation to the learners' needs, competence levels, and classroom settings (Xie & Lan, 2025). Therefore, this study can be a good reference for teachers to apply task-based activities on EFL speaking instructions.

The outcomes of this study may provide further references to schools and curriculum creators in designing English learning environments that allow greater opportunity for meaningful communication. Xie and Lan (2025) point out that contextual elements such as institutional support, teaching resources, teacher preparation and curriculum flexibility are important for the successful implementation of TBLT. The findings of the present study, thus, may offer contextual information in terms of the adoption of TBLT in a senior high school setting, especially in promoting a more communicative and learner-centered English education.

It is hoped finally that this study will be a beneficial reference for future researchers who are interested in exploring TBLT and EFL speaking development. However, current evaluations suggest that further research has to be carried out on TBLT in diverse educational environments, distinct student groups, a variety of task designs, and longer implementation times (Mudinillah et al., 2024; Xie & Lan, 2025). Future researchers may additionally study TBLT utilizing multiple research methods, participants, and speaking tasks to build a wider understanding of the relationship between task-based instruction and learners' speaking progress.

E. Terminology

1. Task-Based Language Teaching (TBLT)

Task-Based Language education (TBLT) is a language education strategy that puts meaningful tasks at the heart of the learning process. In TBLT, the learners are encouraged to utilize the target language to interact, share information, solve issues and attain specific communicative aims rather than just acquiring language forms in isolation. TBLT stresses meaningful communication and real language use through exercises that enhance both linguistic and communicative competence, as described by Mudinillah et al. (2024).

TBLT also offers chances for learners to be active participants of language learning through

communicative and real-life activities. Mulyadi et al. (2021) states that TBLT supports learner-centered teaching and meaningful activities that can support the learners' communicative competence and involvement in using English.

Task-Based Language Teaching (TBLT) in this study is defined as the instructional technique applied by the researcher through a series of communicative speaking activities. The assignments are meant to give EFL learners opportunity to use English actively, communicate with their classmates, express ideas and practice speaking in meaningful circumstances in the classroom.

2. Student Speaking Skills

Speaking abilities of students refer to the ability of learners to convey ideas, thoughts, views and facts effectively in spoken English. Speaking is a significant productive language skill as it allows learners to communicate their ideas and respond to others. There are various elements from the linguistic and communicative aspects such as grammar, vocabulary, pronunciation, fluency, and comprehensibility during developing speaking proficiency (Bukhori & Irsyad, 2025).

It can be measured by numerous components that show learners' capacity to use oral language. For example, Iksan et al. (2021) examined speaking performance in terms of accuracy, fluency and comprehensibility and found that these features improved following instructional treatment. In their study, they also mention grammar, vocabulary, understanding, fluency and pronunciation as essential criteria in speaking assessment.

In this study, students' speaking skills refer to the participants' oral English performance as measured before and after the implementation of TBLT. The students' speaking performance is assessed through five components, such as fluency, accuracy, pronunciation, vocabulary, and comprehension.

3. EFL Learners

English as a Foreign Language (EFL) learners refers to the students who learn English in a situation where English is not widely utilized as the major language of daily communication. Therefore, EFL learners may have limited options for practicing English outside the classroom. Albino (2017) suggests that EFL learners may not have many chances to practice speaking English outside the traditional classroom environment since they may not have frequent contact with English users.

Students of EFL may also face linguistic and psychological problems in improving speaking abilities. These obstacles are restricted vocabulary, grammatical problems, lack of practice, anxiousness, lack of confidence, and fear of making mistakes (Mridha & Muniruzzaman, 2020; Robah

& Anggrisia, 2023).

In this study, the EFL learners are students of MAS Ruhul Islam Anak Bangsa who acquire English as a foreign language and involved in the implementation of Task-Based Language Teaching (TBLT). Their speaking performance is tested using pre-test and post-test evaluations to find out the difference after the adoption of TBLT.



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical and empirical foundations related to the implementation of Task-Based Language Teaching (TBLT) in developing EFL learners' speaking skills. The discussion is directed toward the main focus of the present study, namely the improvement of learners' speaking performance following TBLT implementation. Previous studies consistently reported that task-based education gives opportunities for learners to utilize language for meaningful communication and can help build speaking performance in EFL contexts (Mudinillah et al., 2024; Sang & Loi, 2023) .

The chapter begins with a discussion of Communicative Language Teaching (CLT) as a paradigm that is closely related to the development of TBLT. This is followed by the presentation of a number of theoretical approaches that can help to account for the role of interaction, language production, cooperation and task design in language learning. These viewpoints are relevant because TBLT stresses the use of communicative language rather than isolated mastery of linguistic forms (Crookes & Ziegler, 2021; Sholeh, 2021).

The following conversation discusses Task Based Language Teaching, including its definition, concepts, stages, advantages and obstacles. This is followed by discussion of EFL speaking skills and the five components explored in the present study, fluency, accuracy, pronunciation, vocabulary, and comprehension. The significance of these components lies in the fact that speaking performance requires numerous interrelated linguistic and communicative talents and not a single dimension of proficiency (Sang & Loi, 2023; Xie & Lan, 2025).

A. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a method to language teaching that stresses learners' capacity to utilize language for communicative purposes. As opposed to educational techniques that focus on grammatical rules and memorization, CLT places greater importance to using language as a tool to convey meaning, exchange information, and engage in communication. Crookes and Ziegler (2021) explain that CLT represents an important orientation in second-language pedagogy in which communicative language use becomes a central concern of classroom instruction.

CLT is concerned not only with learners' grasp of language structures but also with their ability to use those structures appropriately in communication. Learners require opportunities to communicate ideas, negotiate meaning, respond to others, and use language for communicative

objectives. This perspective is in line with the emphasis on meaningful language use in modern task-based instruction (Mulyadi et al., 2021).

In a communicative classroom, learners should be encouraged to actively participate in language use, not just receive explanations from the teacher. Classroom activities may include conversations, information exchange, problem solving, role play and other forms of engagement where language is utilized for a communicative purpose. These activities are very relevant to speaking instruction since oral competence is gained through opportunities to produce and respond to spoken language in meaningful circumstances (Mulyadi et al., 2021).

Task-Based Language Teaching (TBLT) is strongly related to the communicative focus of CLT. Crookes and Ziegler (2021) note that TBLT is a progression of communicative Language pedagogy because both have a focus on purposeful communication and student involvement. However, TBLT offers tasks a more precise organizing role, incorporating the meaningful completion of tasks as a major element throughout the process of teaching and learning.

The link between CLT and TBLT is especially pertinent to the present study since the development of speaking skills requires learners to utilize English communicatively. TBLT puts into reality the communicative orientation of CLT by involving learners in doing activities through interaction, exchanging information and spoken language output. Therefore, CLT remains important as a theoretical lens to comprehend why meaningful communication is the core of TBLT application in speaking instruction (Mudinillah et al., 2024).

B. Supporting Theories Related to TBLT

Task-Based Language Teaching can also be understood through several perspectives on second-language learning that emphasize interaction, language production, social participation, and cognitive engagement. These viewpoints help to understand the role of meaningful tasks in the development of learners' speaking skills when they are forced to communicate and actively utilize the target language in classroom activities (Sang & Loi, 2023).

1. Interaction Hypothesis

According to the Interaction Hypothesis, interaction is important in second language acquisition. Interaction provides learners with the opportunity to share knowledge, to clarify messages, to deal with problems of communication, to modify their language so that meaning is made clear. These processes are especially essential to speaking since learners need to have constant opportunities to engage in oral communication rather than just studying linguistic content (Saraiwang & Worawong,

2023).

Interaction also enables learners to receive language input while simultaneously being encouraged to produce language. When communication problems occur, learners may ask for clarification, repeat information, modify their expressions, or use alternative vocabulary. Such interaction can direct learners' attention to difficulties in their own language production while allowing communication to continue, which is consistent with the communicative orientation of task-based learning (Hasnain & Halder, 2021).

The Interaction Hypothesis is also strongly tied to TBLT, as learners often need to collaborate with a classmate to achieve certain communicative goals during a task-based activity. In information-gap activities, learners exchange ideas and negotiate meaning so that they can finish the assignment through debates, role-plays or problem-solving exercises. In addition, Saraiwang and Worawong (2023) showed that task-based activities promoted active communication and collaboration, enabling students to use English in a meaningful way during the learning process.

In the setting of the present study interaction is important since the growth of speaking performance needs learners to utilize English with others. TBLT provides a framework for engagement, allowing learners to practice generating and understanding spoken English in communicative circumstances. Thus, interaction explains the contribution of task-based activities to the changes in learners' speaking performance after the adoption of TBLT (Xie & Lan, 2025).

2. Output Hypothesis

The Output Hypothesis emphasizes the role of language production in second language acquisition. Exposure to language input is vital, but learners also have to have opportunities to produce the target language so that they can build their capacity to communicate. Speaking activities demand learners to convert their linguistic knowledge into actual spoken production, hence language output is of great importance in building oral competence (Masuram & Sripada, 2020).

When learners are asked to convey concepts orally, they may become aware of their limitations in vocabulary, grammar, pronunciation or their ability to maintain smooth communication. This gives learners repeated opportunities to produce spoken language and so encourages them to get more control over their linguistic resources. Task-based speaking exercises increased learners' speech production, including fluency, grammatical accuracy, and elaboration of their utterances (Albino, 2017).

TBLT offers many possibilities for learners to utilize language. To complete a communicative

activity, learners usually need to talk, answer, explain, describe or exchange information. The exercise first of all prioritizes a communicative outcome which makes learners to employ available linguistic resources to express their desired meaning. Masuram and Sripada, 2020 found that task-based education helped to develop the learners' spoken fluency as the learners were involved in the meaningful oral production regularly.

Hence, the importance of language output to the present study may be observed in the way TBLT demands learners to practice speaking rather than only study English language forms. Learners are provided with chances to enhance their fluency and accuracy of communication, to increase their vocabulary use and pronunciation in the context through repeated spoken output within the framework of tasks (Sang & Loi, 2023).

3. Sociocultural Theory

From a sociocultural perspective, language acquisition is a process of learning that occurs via social interaction and participation with others. Learners may improve their language skills by interacting with teachers and peers, particularly when classroom activities involve sharing knowledge, assisting each other, and collaborating. Collaborative contact, therefore, has become an essential component of learner-centered language teaching (Saraiwang & Worawong, 2023).

In EFL classrooms, interaction with classmates can be especially valuable because learners may have limited opportunities to use English outside formal learning environments. Pair and group activities can increase the amount of language practice available to learners while creating a setting in which they can learn from one another. Syahputra (2026) reported that collaborative task-based activities contributed to an interactive classroom environment and supported learners' speaking development.

This perspective is closely related to TBLT because task completion often involves pair work, group discussion, and collaborative problem solving. Learners may support each other when communicating, exchange linguistic resources, and develop ideas together while attempting to achieve a common task outcome. Saraiwang and Worawong (2023) found that combining task-based and collaborative activities encouraged learner participation and contributed to English proficiency development.

Social collaboration offers possibilities for learners to utilize English for authentic interpersonal reasons in speaking growth rather than just demonstrating information to the teacher. By repeatedly communicating together, learners get practice in stating ideas, replying to others, and

keeping the engagement going. This may explain the socially interactive features of TBLT in promoting the development of oral communication in EFL learners (Syahputra, 2026).

4. Cognitive Theory of Task Complexity

Cognitive Theory of Task Complexity explains that the demands of a task can influence learners' cognitive processing and subsequent language performance. Tasks can vary in the amount of information learners need to process, in the amount of reasoning learners need to do, the number of steps involved in completing the activity, and the language resources needed for success. According to Robinson's Cognition Hypothesis, East (2021) differentiates task complexity from task difficulty, complexity is about the cognitive demands that a task entails but difficulty is also shaped by learner-related features such as proficiency, aptitude, and motivation (East, 2021; Sholeh, 2021).

Therefore, task design and sequencing are significant concerns in Task-Based Language Teaching. The exercises given to learners should be hard enough to foster language development, but not so challenging that they are beyond the learner's current level of ability. As East (2021) indicates, pedagogical tasks can be sequenced progressively from relatively simple activities to more cognitively demanding tasks so that learners will gradually develop better control and automaticity in language use. Similarly, Xie and Lan (2025) argue that task characteristics, learners' characteristics, and the way of task implementation (East, 2021; Xie & Lan, 2025) influence the efficiency of TBLT.

The cognitive demands of a speaking activity are particularly relevant as learners are required to organize ideas, retrieve vocabulary, produce suitable language forms, monitor pronunciation and sustain fluency of communication at the same time. If a task asks too much of learners, they may find it difficult to dedicate attention to the many aspects of speaking. Thus, the proper sequencing can assist learners gradually go from lower level of communication to higher levels of oral production activities (East, 2021; Sang & Loi, 2023; Xie & Lan, 2025).

Task difficulty may also affect different aspects of oral performance. Higher task demands can lead learners to focus on certain language aspects, and task repetition and good task design can support learners in achieving increased fluency, accuracy and complexity in oral production. Research on TBLT and speaking performance has demonstrated that task-based instruction can foster the development of these dimensions when tasks are well designed and implemented (East, 2021; Sang & Loi, 2023; Lu et al., 2025).

Therefore, Cognitive Theory of Task Complexity provides a relevant explanation for the role of task design in the present study. The speaking activities should not merely provide opportunities

for communication but should also be appropriate to the learners' proficiency and progressively organized so that students can participate meaningfully while developing their oral performance. This consideration is consistent with evidence that TBLT effectiveness depends substantially on the suitability of tasks for learners and instructional contexts (East, 2021; Hasnain & Halder, 2021; Xie & Lan, 2025).

C. Task-Based Language Teaching (TBLT)

1. Definition of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is a learner-centered approach in which meaningful tasks are an integral part of language teaching. TBLT encourages learners to use the target language to achieve particular communicative outcomes rather than to provide learning around decontextualized grammatical concepts. Task-based learning is a development of the communicative approach which focuses on actual language use through meaningful and practical activities (Sholeh, 2021).

A task in TBLT is more than an ordinary classroom exercise because learners are expected to use language as a means of completing a particular purpose. Activities may require learners to exchange information, solve a problem, make a decision, describe an experience, or present information. The main emphasis is placed on communicating meaning while language becomes the resource through which the task is completed (Mudinillah et al., 2024).

According to Mudinillah et al. (2024), TBLT is a strategy that focuses on meaningful communication and the use of language in real-world contexts, with tasks designed to improve both linguistic and communicative competence. This means that learners are not just required to exhibit understanding of forms of English but that they rely on their current linguistic expertise as they strive to communicate in relevant settings.

TBLT also provides learners with an active position in the classroom as they are involved in the task completion directly. The teacher usually facilitates, organizes activities, supervises interaction and provides feedback, while learners have more responsibility for utilizing language to attain the needed outcome. As Hasnain and Halder (2021) mention, the implementation of TBLT largely relies on teachers' comprehension of task-based instruction and their ability to provide relevant activities in the classroom.

In the present study, TBLT is the instructional approach in which EFL learners engage in planned speaking activities that require them to use English to communicate. The activities are designed to boost opportunities for spoken production and to offer relevant situations for learners to

practise multiple characteristics of speaking performance such as fluency, accuracy, pronunciation, vocabulary and comprehension (Sang & Loi, 2023).

2. Principles of Task-Based Language Teaching

Task-Based Language Teaching is characterized by a series of concepts that are contrasted with training focusing mostly on explicit explanations of language forms. These concepts are meaningful communication, learner-centered engagement, authentic language use, and interaction or cooperation. These principles together result in a situation where learners utilize language to attain communicative goals. They are actively involved in the course of learning (Mudinillah et al., 2024).

a. Meaningful Communication

One core principle of TBLT is meaningful communication. Learners are expected to use language to transmit information, voice opinions, negotiate meaning or attain a particular task end, rather than just reproduce pre-established patterns. According to Mudinillah et al. (2024) a systematic review, meaningful and real-world communication is a feature of TBLT that leads to language development and communicative competence .

Speaking is especially crucial for meaning-focused tasks since learners have to express their thoughts in a manner that is understandable for other participants. The necessity to get the job done provides a reason for the conversation and motivates learners to utilize English as a tool for interaction. Similarly, Xie and Lan (2025) note that the favorable impact of TBLT to the development of fluency, accuracy and communicative confidence depends on the use of real-life communication tasks.

b. Learner-Centered Learning

TBLT puts learners in an active role during the learning process. Students are active participants in the learning process, choosing to carry out tasks, sharing knowledge, and using the language resources available to them, rather than relying solely on the teacher's explanations. This learner-centered orientation, can improve the amount of active language use available during classroom instruction (Mulyadi et al., 2021).

The function of the teacher therefore becomes more facilitative. Teachers set relevant assignments, provide initial help, observe learner engagement and give comments if needed. Meanwhile learners are supposed to be involved in the achievement of communicative results. Task-based education emphasized active learner involvement by means of activities such as role-play and group interaction (Mulyadi et al., 2021).

c. Authentic Language Use

Authentic language use refers to the use of language in situations that resemble communication beyond isolated classroom exercises. TBLT seeks to connect learning activities with communicative purposes that learners may encounter in academic, social, or everyday contexts. Mudinillah et al. (2024) emphasize that tasks reflecting real-world language use allow learners to practice English in ways that are more closely related to actual communication.

Authentic assignments are relevant to speaking development because they require learners to respond freely and not simply create memorized words. When describing experiences, solving problems, exchanging information or taking part in role-play, learners have to adjust their language to the communicative setting. The real-life communicative tasks of this sort are very useful to improve the spoken language production (Xie and Lan, 2025).

d. Interaction and Collaboration

Many tasks require learners to collaborate with other participants, therefore interaction and cooperation are also fundamental concepts of TBLT. In pair or group work learners can share ideas, negotiate meaning, give feedback and work together to complete a task. Saraiwang and Worawong (2023) revealed that the task-based activities promoted communication and cooperation and contributed to the classroom's active environment.

Speaking instruction particularly benefits from interaction, as it offers more chances for learners to develop and understand spoken language. In collaborative projects, students get to practice responding to others rather than writing solitary statements. This interaction can encourage speaking development through the promoting of continuous language use and assisting learners to feel more comfortable in talking in English (Syahputra, 2026).

3. Stages of Task-Based Language Teaching

TBLT is generally introduced in a sequence of phases. These stages aim to prepare the learners for the task, engage the learners in communicative performance and offer the chance to review their use of language when the task has been completed. However, despite different task-based frameworks, a typical sequence in TBLT practice goes from preparation to task performance to post-task reflection. For instance, Cutrone and Beh (2024) used a task-based training that involved a sequence of pre-task preparation, core-task performance, language analysis, and post-task activities.

TBLT implementation in the present study is structured in three broad stages: pre-task stage, task-cycle stage and post-task stage. This sequence allows learners to prepare before speaking, to utilize English in meaningful communication, and to reflect and/or receive feedback after performing

a task. Such a planned task sequence is consistent with the learner-centered and communicative qualities of TBLT documented in prior studies (Sholeh, 2021; Cutrone & Beh, 2024).

a. Pre-Task Stage

The pre-task stage is the preparation of learners for the main communicative action. At this point the teacher can explain the topic, clarify the objectives and the expected results, activate the learners' background knowledge, and supply useful terminology, idioms or examples for completing the assignment. Preparation is vital as learners need to know the communicative goal and procedures of a task before they can focus on language production during task performance (East, 2021; Cutrone & Beh, 2024).

For speaking activities, during the pre-task stage, linguistic and conceptual support might be provided to avoid superfluous processing demands in the following oral production. Learners with some knowledge of the topic and with the necessary vocabulary are in a better position to focus their attention on the communication of meaning rather than on the figuring out of what the assignment demands. East (2021) emphasizes the significance of task preparation, structuring, and scaffolding before performance in successful TBLT implementation, and Xie and Lan (2025) similarly emphasize the importance of task adaptation to learners' needs and proficiency levels (East, 2021; Xie & Lan, 2025).

b. Task-Cycle Stage

The task-cycle stage is the main communication phase where learners work on the specified activity independently, in pairs or in groups. In this level the learners utilize English to accomplish the task goal by exchanging information, discussing ideas, solving problems or creating some other communicative product. Thus, meaningful task performance offers opportunity for learners to practice spoken language directly (Sholeh, 2021).

The relevance of the task cycle to the present study is that the learners have to produce spoken English while they perform the tasks. Repeated opportunity for communication can assist increasing fluency and confidence as well as forcing learners to draw on vocabulary, pronunciation, grammatical knowledge and comprehension. Empirical research has demonstrated that communicative task performance can result in improvement in several elements of speaking performance (Albino, 2017; Sang & Loi, 2023).

c. Post-Task Stage

The post-task stage follows the main communicative activity which the learners have just

completed. In this stage, learners and teachers can review the task, discuss any problems, comment on language use and give feedback. This allows the focus to shift from the successful completion of the communication to aspects of language performance that can be improved, such as accuracy, pronunciation, choice of vocabulary or clarity of expression (Cutrone & Beh, 2024).

Post-task reflection can strengthen the learning value of task performance because learners have an opportunity to notice problems that emerged during communication and consider alternative ways of expressing meaning. Repetition or follow-up activities may also allow learners to apply feedback in subsequent performance. Xie and Lan (2025) emphasize that the effectiveness of TBLT depends not simply on providing tasks but also on how tasks are organized and implemented according to instructional objectives and learner needs.

4. Advantages and Challenges of Task-Based Language Teaching

a. Advantages of TBLT

One important advantage of TBLT is that it increases learners' opportunities to use English actively. In teacher-centered instruction, students may spend a considerable amount of classroom time listening to explanations, whereas task-based instruction requires them to participate in communicative activities. Afifah and Devana (2020) reported that task-based learning contributed positively to students' speaking development because learners were engaged in meaningful language use.

TBLT can also contribute to the development of speaking performance by providing repeated opportunities for oral production. Panduwangi (2021) found that learners taught using TBLT improved their speaking especially in accuracy and fluency. Masuram and Sripada (2020) also found the positive improvement of spoken fluency through task-based teaching. These findings indicate that communicative task practice can contribute to measurable dimensions of oral performance.

Another advantage is the participation of the learner and the confidence in communication. Completing meaningful assignments gives learners a purpose for speaking and can result in a more dynamic classroom atmosphere. Cutrone & Beh (2024) reported that persistent exposure to TBLT activities had a favorable effect on the communicative confidence and willingness to communicate of EFL learners.

TBLT also provides for the practice of many dimensions of speaking within the same communicative engagement. Learners may have to concurrently pick vocabulary, generate an understandable pronunciation, organize language that is grammatically appropriate, understand their

interlocutor, and sustain fluency. Therefore, TBLT has a good influence on general speaking ability and speaking components such as fluency and accuracy (Sang & Loi, 2023; Xie & Lan, 2025) as found by systematic reviews.

b. Challenges of TBLT

However, TBLT has several obstacles in its adoption in the classroom despite its benefits. Effective task-based education needs teachers to grasp the principles of task, select appropriate activities, manage learner interaction and provide necessary support. Hasnain and Halder (2021) in a review of teachers' perspectives concluded that lack of practical knowledge and experience of TBLT were recurring hurdles to its implementation.

Learners may also suffer problems if the demands of a work are not suitably matched to their levels of expertise, linguistic resources or their readiness to communicate. If tasks are too challenging, learners can become more anxious and find it more difficult to find the right balance between communicative goals and the use of proper grammar and vocabulary. Khan, Wong, and Chen (2023) reported that while TBLT offered substantial chances for speaking growth, some learners felt anxious when they completed hard tasks, especially in group-work scenarios. Similarly, East (2021) states that task complexity is determined by the cognitive requirements of the task, but also by learner variables such as proficiency, ability and motivation. Consequently, the selection and sequence of tasks should take into account the characteristics of learners to ensure that communicative activities are not too difficult to complete unnecessarily (East, 2021; Khan et al., 2023; Xie & Lan, 2025).

Other contextual elements may also impact the effectiveness of task-based instruction. Implementation can be facilitated or hindered by institutional regulations, the availability of resources, teacher preparation, curricular needs, and learners' educational expectations. Xie and Lan (2025) argue that TBLT is generally helpful for communicative competence, but the strategy needs to be correctly modified to learners and instructional circumstances to be effective.

TBLT, then, should not be viewed as a method that inevitably leads to growth in speaking skills irrespective of the classroom environment. Effective implementation still requires appropriate task selection, clear instructions, appropriate work complexity, sufficient preparation and meaningful feedback. It is particularly important to think about these characteristics in the current study, as the speaking tasks must give attainable yet meaningful opportunities for EFL learners to improve their oral ability (Hasnain & Halder, 2021; Xie & Lan, 2025).

D. Speaking Skills of EFL Learners

1. Definition of Speaking Skills

Speaking is one of the productive skills that allows language learners to orally convey their ideas, opinions, intentions and facts. Speaking, as opposed to receptive language abilities, needs learners to generate and produce words in real time, and to reply correctly to other speakers. Therefore, successful speaking is not just linguistic knowledge, but also the capacity to employ the knowledge effectively in real communication (Panduwangi, 2021; Naida & Astutik, 2026).

Speaking is very crucial in EFL learning since oral performance is typically regarded as an indicator of the learners' ability to utilize the target language communicatively. Learners may know the grammar rules or the written texts, but when they have to produce English spontaneously, they may have problems. Indonesian learners often have problems in producing oral language which is accurate, fluent and sufficiently complex (Panduwangi, 2021). Whereas Naida and Astutik (2026) find that lack of practice, lack of confidence and fear of making mistakes are often the obstacles to the development of speaking.

In EFL settings, speaking is often more difficult to develop, as learners usually have less chances to use English to communicate outside of the classroom. This makes it all the more important to have classroom activities which give prolonged opportunity for speech practice. Albino (2017) pointed out that EFL learners may have little chance to practice speaking outside of formal learning contexts. Masuram and Sripada (2020) argued that meaningful communication activities can provide opportunities for learners to produce the target language and interact more successfully.

Speaking should, therefore, be seen as a multi-dimensional ability and not just as producing grammatically acceptable sentences. To communicate effectively in speaking, learners need to speak fluently, with adequate accuracy, enunciate words so that they can be understood, choose suitable vocabulary and grasp the messages to which they are responding. Oral performance research often investigates a number of interrelated characteristics as no single indicator can fully describe the speaking skill of a student (Sang & Loi, 2023; Lu et al., 2025).

This multidimensional view corresponds with the focus of the present study. Students' speaking skills are examined through five components, namely fluency, accuracy, pronunciation, vocabulary, and comprehension. These components are used to identify changes in students' oral English performance following the implementation of Task-Based Language Teaching rather than treating speaking improvement only as a single overall score (Lu et al., 2025; Sultan et al., 2026).

2. Components of Speaking Skills

Speaking performance comprises of various connected components which together define the ability of a learner to communicate orally. Although different speaking assessment frameworks may use different categories, fluency, linguistic accuracy, lexical resources, pronunciation, and comprehension are repeating elements of oral language ability. For example, Lu et al. (2025) focus on oral production in terms of fluency, accuracy, lexical resources, grammatical performance and pronunciation, while Sang and Loi (2023) mention that TBLT studies usually measure speaking in terms of general performance and specific dimensions like fluency and accuracy.

The five components adopted in the present study are therefore examined separately in order to identify more precisely how learners' speaking performance changes after TBLT implementation. This technique also agrees with the findings of Sultan et al. (2026) who found improvements in pronunciation, grammar, vocabulary, fluency, and comprehensibility in their speaking assessment after task-based instruction. A detailed analysis of various components can provide a more complete interpretation of speaking development than a single overall speaking score (Sultan et al., 2026; Lu et al., 2025).

a. Fluency

Fluency is the capacity to create spoken words smoothly and continuously without too much uncertainty, awkward pauses or disruptions that detract from communication. A fluent speaker can sustain the flow of speech at a fair rate and organize and articulate thoughts with enough continuity. In oral performance study, fluency is measured by markers such as speech rate, pauses, hesitations, repetitions, and the quantity of language generated (Córdoba Zúñiga et al., 2023; Lu et al., 2025).

Fluency does not mean talking fast without regard to meaning. Instead, it is about the relative ease and continuity with which learners may articulate their intended meaning. Frequent pauses, sluggish speech rate and short speech length are barriers to oral fluency (Córdoba Zúñiga et al., 2023) and fluent communication means learners may conduct discussions without much unneeded hesitation and pause (Masuram and Sripada, 2020). Therefore, fluent speech implies a higher level of automaticity in obtaining and creating language in conversation.

When there are few possibilities for spontaneous language use, it is hard for EFL learners to become fluent. Learners may take a long time to select the proper vocabulary or grammatical structures, which might interrupt the continuity of their speech. This challenge can be solved through task-based activities, where learners use English repeatedly for a meaningful communicative goal

instead of waiting till they build precisely accurate phrases (Albino, 2017; Masuram & Sripada, 2020).

Empirical research confirm the association between task-based instruction and oral fluency. Albino (2017) observed that the EFL learners improved in the pace of speech production and elaboration of utterances after task-based instruction. Panduwangi (2021) revealed significant improvements in both accuracy and fluency among the learners receiving TBLT. Similarly, Córdoba Zúñiga et al. (2023) noted that fluency-focused assignments assisted students to eliminate pauses and increase their speed and timing in oral communication.

More recent research adds greater quantitative support. Lu et al. (2025) observed that the learners who were exposed to localized TBLT improved much more in speaking fluency than those who were taught by regular PPP training. This improvement was seen in more words per minute and a reduction of pauses and disfluencies. The current results suggest that repeated meaningful task execution may improve the continuity and efficiency of spoken language output (Lu et al., 2025; Sang & Loi, 2023).

In the present study, fluency therefore refers to students' ability to express ideas smoothly and continuously with limited unnecessary hesitation during speaking. Improvement in this component is expected to appear when learners become more capable of maintaining spoken communication after repeated involvement in meaningful TBLT activities (Albino, 2017; Córdoba Zúñiga et al., 2023; Lu et al., 2025).

b. Accuracy

Accuracy refers to the extent to which learners use language in line with suitable grammar and linguistic rules. Learners need to select and sequence language forms so that grammatical faults do not cause significant interference with the intended meaning if they are to speak accurately. In addition to fluency and complexity, accuracy is a key feature of communication performance (Pham et al., 2023; Lu et al., 2025).

In communicative language learning accuracy is not to be understood as speech without mistakes. Oral communication is processed in real time and learners may make occasional blunders as they focus on meaning. Correct grammatical structures and linguistic forms, however, add to clarity and comprehensibility. Speaking correctness is a key sign of EFL communicative ability (Pham et al., 2023), and accuracy is measured by accurate verb forms, error-free phrases, etc (Lu et al., 2025).

One difficulty in teaching speaking is how to balance accuracy and flow. Being too concerned with grammatical accuracy might lead to hesitation and slow down production, whereas being too

concerned with speed may result in greater linguistic faults. Lu et al. (2025) suggest that learners have finite attentional resources when they try to simultaneously balance several elements of oral production. Hence, speaking teaching should offer opportunities for meaningful communication as well as opportunities for learners to observe and refine their language forms (Lu et al., 2025; East, 2021).

TBLT may enhance accuracy since learners first use the language to accomplish the goal and then have the opportunity to reflect on problem forms through feedback, reflection or repeated performance. This association is notably clear in the study of Pham et al. (2023) that studied TBLT in relation to EFL speaking accuracy. Their experimental group outperformed the control group significantly on speaking accuracy following the task-based instruction.

Panduwangi (2021) also discovered that TBLT produced considerable improvement in the accuracy of learners as well as fluency. Similarly, Albino (2017) found improvement in grammatical accuracy and increase in speech production after an eight-week TBLT intervention. Together, the results suggest that the goals of focusing on linguistic form and of having meaningful communication need not be in conflict as instructional objectives; when tasks are designed appropriately, task-based instruction can facilitate development in both (Albino, 2017; Panduwangi, 2021; Pham et al., 2023).

In this study, accuracy is defined as students' ability to employ English grammatical structures and linguistic forms effectively in oral communication. In an effort to avoid interpreting improvement in speaking based just on fluency or overall performance, changes in accuracy are investigated jointly with the other speaking components (Pham et al., 2023; Sang & Loi, 2023; Lu et al., 2025).

c. Pronunciation

Pronunciation is the way we produce spoken language so that the listener may grasp the message of the speaker. It involves the pronunciation of individual sounds as well as broader features of speech, such as stress, rhythm and intonation. Clear pronunciation is vital because if the sound production is faulty or unclear, it will hinder with communication even if the speaker has enough knowledge of grammar and vocabulary (Naida & Astutik, 2026; Lu et al., 2025).

In an EFL speaking situation, the aim of developing pronunciation does not have to be to emulate a native-speaker accent. More essential, the student needs to be able to produce speech that is clear and comprehensible enough to communicate successfully. Lu et al. (2025) use pronunciation as part of their oral output measure, arguing that clear and natural pronunciation adds to the total speaking performance and in some degree overlaps with fluency and accuracy.

Pronunciation can be a specific problem for EFL learners, as the sound patterns of English may be very different from their native language. Articulation is a juggling act for learners with the selection of vocabulary, the formation of grammatical statements, and the organization of thoughts. These conflicting needs might make pronunciation less stable in spontaneous communication, especially when learners have insufficient speaking practice (Naida & Astutik, 2026; Sang & Loi, 2023).

Task-based training offers students with the chance to practice pronunciation in the setting of communicative performance rather than in solitary exercises. In role-plays, presentations, discussions or information-exchange activities learners generate English for an audience and have to make their utterances clear again and again. Tasks focused on presentations are opportunities for learners to practice pronunciation as they arrange ideas and convey information (Naida and Astutik, 2026). Role-play as part of TBLT can support speaking performance (Mulyadi et al., 2021).

Also, repeatedly performing the activity may raise learners' awareness of whether their pronunciation makes their intended meaning comprehensible to listeners. Feedback given during or after communicative tasks might provide opportunity for students to modify challenging forms, while still having a relevant reason to use the language. Hence, pronunciation improvement in TBLT is linked to communicative practice and opportunities to reflect on oral performance (East, 2021; Naida & Astutik, 2026).

In the present study, pronunciation refers to learners' ability to produce English sounds and speech patterns clearly enough for their messages to be understood. It is examined as a separate speaking component because improvement in general speaking performance may not necessarily occur equally across pronunciation, fluency, accuracy, vocabulary, and comprehension (Lu et al., 2025; Sultan et al., 2026).

d. Vocabulary

Vocabulary is a vital resource for oral communication because learners need to have enough lexical knowledge to communicate ideas, narrate experiences, explain things and reply to other speakers. Learners may not express what they mean because they have limited vocabulary although they understand the subject matter of the conversation. Thus, vocabulary knowledge plays a direct role in learners' ability to participate in speaking activities effectively (Panduwangi, 2021; Sang & Loi, 2023).

Speaking vocabulary is not only about learning the meaning of specific words. Learners need

to be able to retrieve relevant vocabulary items quickly and utilize them appropriately in the communicative context. The latter is especially the case in spontaneous oral engagement because speakers have only limited time available to hunt for alternate terms. Thus, Lu et al. (2025) consider lexical resources as a significant factor of oral performance, together with fluency, grammatical precision and pronunciation.

Contextualized chances for vocabulary growth can be provided by task-based instruction as learners meet and use words repeatedly in the course of meaningful activities. Instead of mechanically remembering vocabulary items without communicative purpose, learners employ lexical resources as a means to exchange information, solve issues, depict situations or express ideas. Such contextual use is compatible with the notion that TBLT arranges language learning around meaningful communication (Mudinillah et al., 2024; Sholeh, 2021).

Empirical research also shows that language can be learned by engaging in TBLT. Albino (2017) found that learners indicated an increase in their vocabulary while they were involved in task-based speaking instruction. Naida & Astutik (2026) also state that presenting assignments give students opportunities to improve their vocabulary as they prepare and produce structured oral communication. Sultan et al. (2026) also found better post-test performance in vocabulary and other speaking components after TBLT implementation.

Vocabulary is therefore included in the present study as one of the indicators of students' speaking development. Improvement in this component refers to learners' increased ability to select and use suitable words when expressing ideas orally, particularly within the communicative situations created through task-based instruction (Albino, 2017; Naida & Astutik, 2026; Sultan et al., 2026).

e. Comprehension

Comprehension in speaking refers to learners' ability to understand spoken messages and respond in ways that are relevant to the communicative situation. Although speaking is commonly described as a productive skill, real communication is interactive because speakers continually alternate between producing messages and interpreting the language produced by others. Effective speaking therefore depends partly on learners' ability to understand questions, instructions, responses, and conversational cues (Mulyadi et al., 2021; Xie & Lan, 2025).

Comprehension is important because successful oral interaction requires speakers to construct their responses according to the information they receive. A learner may possess adequate vocabulary and pronunciation, yet communication can still break down when the learner does not understand the

interlocutor's message. For this reason, meaningful speaking activities often integrate listening and speaking rather than treating the two skills as completely separate processes (Mulyadi et al., 2021; Mudinillah et al., 2024).

TBLT naturally creates opportunities to develop this interactive dimension because task completion often depends on learners' ability to obtain and interpret information from other participants. During information-gap activities, discussions, problem-solving tasks, or role-play, learners have to listen to their partners, understand relevant information, and produce responses that enable the activity to continue. Such activities connect comprehension with language production and negotiation of meaning (Sholeh, 2021; Xie & Lan, 2025).

Mulyadi et al. (2021) provide empirical support for this relationship by demonstrating that technology-enhanced TBLT significantly improved learners' listening comprehension while also producing improvement in role-play speaking performance. Although their findings did not show equally significant improvement across every speaking activity, the results demonstrate that task-based instruction can integrate comprehension and oral production within the same communicative framework (Mulyadi et al., 2021).

In the present study, comprehension refers to students' ability to understand spoken information and provide appropriate responses during oral communication. It is included together with fluency, accuracy, pronunciation, and vocabulary because speaking performance involves both producing comprehensible language and understanding the communicative input to which a learner responds (Mulyadi et al., 2021; Sultan et al., 2026).

E. The Relationship Between Task-Based Language Teaching and Speaking Skills

Task-Based Language Teaching is closely associated with speaking development, as communicative tasks demand learners to utilize the target language for deliberate interaction. TBLT does not only see language as knowledge that needs to be memorized, but rather generates circumstances where learners need to speak to be able to reach certain results. This provides a realistic context for the use of oral language and is in line with research that suggests that natural language use within communicative tasks aids language development (Mulyadi et al., 2021; Sang & Loi, 2023).

Speaking improves with practice, and TBLT can increase the quantity and quality of speaking practice accessible in the classroom. Learners engage in activities that require them to produce and convey messages of their own. These include pair work, role-play, problem-solving, presentations and information exchange. Masuram and Sripada (2020) suggest that meaningful task completion provides

learners opportunities to use the target language in a communicative context, while Albino (2017) found that task-based instruction improved speech production, grammatical accuracy, development of utterances and interactional language.

The link is also underpinned by the interactional aspect of TBLT. In a task learners may need to clarify communications, ask for information, respond to partners or change their language when communication is not successful. These activities provide learners with opportunities to produce language and detect flaws in their current speaking skills. Therefore, task interaction might include fluency, accuracy, vocabulary, pronunciation, and comprehension simultaneously rather than enhancing each component just through distinct exercises (East, 2021; Sang & Loi, 2023).

TBLT has been repeatedly found to have favorable speaking outcomes in empirical investigations, however the amount of progress is dependent on the task type and the instructional situation. Panduwangi (2021) revealed considerable improvements in accuracy and fluency among students who participated in TBLT, while Pham et al. (2023) identified significant improvements in speaking accuracy in particular. Córdoba Zúñiga et al. (2023) reported improvements in speech rate and fewer pauses, which had a bigger impact on oral fluency (Panduwangi, 2021; Pham et al., 2023; Córdoba Zúñiga et al., 2023).

More recent evidence reveals the association can go beyond individual speaking components. Lu et al. (2025) revealed that localized TBLT provided much larger improvements in total oral performance and fluency than typical PPP teaching. Sultan et al. (2026) reported significant gains from pre-test to post-test after TBLT in terms of pronunciation, grammar, vocabulary, fluency and comprehensibility. The results are especially important to the current investigation because they indicate that TBLT can be linked to changes in multiple aspects of speaking performance, not just one component (Lu et al., 2025; Sultan et al., 2026).

However, it should not be assumed that TBLT would improve all aspects of speaking equally or necessarily. For example, Mulyadi et al. (2021) found a significant improvement in role-play performance, but not all forms of speaking activities improved statistically significantly. Likewise, Sang and Loi (2023) find that although most of the examined studies support TBLT for speaking development, further study is required on task design and methodological approaches. The findings imply that the outcomes vary partly based on the nature of activities and how they are done (Mulyadi et al., 2021; Sang & Loi, 2023; Xie & Lan, 2025).

Based on this theoretical and empirical evidence, the present study assumes that participation

in meaningful TBLT activities can be associated with improvement in EFL learners' speaking performance. This relationship is examined through changes in fluency, accuracy, pronunciation, vocabulary, and comprehension before and after the implementation of TBLT. Since the study employs a one-group pre-test and post-test design, however, the observed changes should be interpreted as improvement following the intervention rather than definitive evidence that TBLT alone caused every improvement (Sultan et al., 2026; Sang & Loi, 2023).

F. Previous Studies Related to Task-Based Language Teaching and Speaking Skills

Numerous empirical studies have investigated the application of Task-Based Language Teaching for EFL speaking development. Overall, the literature leans toward good findings, although past research has been quite varied in terms of research methodologies, participants, instructional settings, types of tasks, and speech aspects. Sang and Loi (2023) reviewed 25 relevant research and found that the majority of them demonstrated improvement in general speaking performance as well as specific aspects such as complexity, correctness and fluency.

Albino (2017) examined the development of speaking fluency with TBLT among ninth-grade EFL learners at PUNIV-Cazenga in Angola. The research employed picture description tasks and recorded the speaking performance of the learners before and after eight weeks of instruction. The findings indicated a positive change in speech production speed, grammatical accuracy, utterance elaboration and interactional language. Learners also reported a better readiness to talk and vocabulary development, showing that TBLT was linked to both language development and more active oral involvement (Albino, 2017).

Masuram and Sripada (2020) investigated the development of spoken fluency through task-based teaching. Their instructional activities included meaningful tasks such as picture stories, identifying differences, trip planning, sentence ordering, and speaking on assigned topics. The study reported improvement in learners' spoken fluency and emphasized that communicative task completion created opportunities for learners to practise meaningful interaction in the target language. Their findings therefore provide evidence for the connection between repeated communicative task performance and fluency development (Masuram & Sripada, 2020).

Panduwangi (2021) investigated the effectiveness of TBLT in enhancing the speaking skills of 60 first-semester students in a non-English department in a private college in Bogor. The students were divided into experimental and control groups. The experimental group was given task-based teaching. The findings demonstrated a considerable improvement in speaking accuracy and fluency

of students in the TBLT group. Also, the learners felt more confident in their selves after they had task-based English sessions (Panduwangi, 2021).

Mulyadi et al. (2021) studied technology enhanced TBLT with 97 ESP learners in a nursing program. The researchers employed a quasi-experimental pre-test and post-test control-group design to assess listening comprehension and speaking performance using online presentations, role-play, and group discussions. The data demonstrated a substantial improvement in role-play speaking performance whereas online presentation and group discussion scores did not show significant improvement. This conclusion is crucial because it shows that the effects of TBLT might vary depending on the type of speaking task utilized in the intervention (Mulyadi et al., 2021).

Pham et al. (2023) focused specifically on the impact of task-based language learning on speaking accuracy. Sixty EFL learners from an English language center in Can Tho City were divided equally into experimental and control groups and assessed using pre- and post-speaking tests. The experimental group demonstrated significant improvement in speaking accuracy, whereas the control group showed only limited progress. Unlike studies that examine speaking performance as a general construct, this study provides focused empirical evidence concerning accuracy as a particular component of oral performance (Pham et al., 2023).

Córdoba Zúñiga et al. (2023) examined TBLT in relation to oral fluency among university EFL learners in Colombia. The intervention used ten fluency-oriented tasks designed to address frequent pauses, low speech rate, and limited speech length. Learners reported that the tasks helped them reduce pauses, regulate speaking pace, and increase speech rate. The study provides further evidence that task-based activities can contribute to fluency development by encouraging learners to communicate even when occasional linguistic errors remain (Córdoba Zúñiga et al., 2023).

Sang and Loi (2023) reviewed systematically 25 research that focused especially on TBLT and EFL speaking performance. Their review indicated that TBLT generally benefited overall speaking performance and individual speaking aspects, including complexity, correctness and fluency. At the same time, the authors emphasized the necessity for further study comparing different methodological options, task designs and implementation techniques. Thus, their review confirms TBLT as a promising strategy, and shows that task characteristics continue to be a significant research concern (Sang & Loi, 2023).

Lu et al. (2025) explored a localized version of TBLT with Chinese secondary school students in an examination-driven educational setting. The study was conducted on one hundred and one

students. The experimental group was taught using localized TBLT while the comparison group was taught using regular PPP instruction for fifteen weeks. The results indicated that localized TBLT resulted in substantially larger improvement in general oral production, with particularly notable benefits on fluency and complexity. The relevance of their study is that it shows how to adjust TBLT to local educational settings instead of using TBLT as an inflexible instructional paradigm (Lu et al., 2025).

The use of TBLT in the Indonesian context was explored by Naida and Astutik (2026) with eleventh graders in senior high school using a quasi-experimental pre-test and post-test control-group approach. The implementation focused on presentation assignments that challenged learners to organize ideas and express material orally. The results showed statistically significant benefit for learners undergoing TBLT and support the ability of presentation-based tasks to increase speaking performance including fluency, pronunciation, vocabulary and related characteristics (Naida & Astutik, 2026).

Sultan et al. (2026) conducted a quantitative research with pre-experimental design with one group pre-test and post-test on 29 junior secondary EFL learners in South Sulawesi. The paired-samples t-test results showed a statistically significant difference in the mean speaking score of the students before the intervention ($M = 34.90$) and after the implementation of TBLT ($M = 68.83$). Their component-level findings were also higher on post-test performance in pronunciation, grammar, vocabulary, fluency and comprehensibility. The study is noteworthy due to its one-group design, which is methodologically similar to the methodology used in the present research (Sultan et al., 2026).

From another methodological standpoint, Syahputra (2026) evaluated TBLT in Islamic college students' views in a speaking classroom in Meulaboh, Aceh. The study, which used a qualitative case-study approach with 15 students and an English teacher, showed that learners had good evaluations of TBLT that collaborative task-based activities were beneficial for classroom engagement and speaking practice. This study did not directly assess the speaking improvement of the pre-test and post-test, but it gives useful contextual evidence on the implementation of TBLT in an Islamic educational institution in Aceh (Syahputra, 2026).

Overall, the prior research provide strong evidence for the association between TBLT and the enhancement of EFL speaking skills. However, the literature demonstrates that different research have focused on different aspects of speech. Panduwangi (2021) highlighted accuracy and fluency, while Pham et al. (2023) particularly focused on accuracy. Córdoba Zúñiga et al. (2023) stressed oral

fluency, and Lu et al. (2025) assessed complexity, accuracy, fluency, lexical resources, and pronunciation. Therefore, although the favorable effect of TBLT has been thoroughly investigated, the specific dimensions measured are inconsistent among studies (Panduwangi, 2021; Pham et al., 2023; Córdoba Zúñiga et al., 2023; Lu et al., 2025).

We can also identify a methodological gap. Previous research conducted with experimental or quasi-experimental designs with comparison or control groups, including Panduwangi (2021), Mulyadi et al. (2021), Pham et al. (2023), Lu et al. (2025), and Naida and Astutik (2026). Sultan et al. (2026) utilized a one-group pre-test–post-test design comparable to the present study but their participants were junior secondary students rather than senior high school students. Therefore, results of one-group pre-experimental study are context-bound and can be broadened by exploring another learner population and educational setting (Panduwangi, 2021; Sultan et al., 2026).

A contextual gap is particularly relevant to the present research. Syahputra (2026) examined TBLT in an Islamic higher education setting in Meulaboh, Aceh, but the study was qualitative and focused on students' perceptions rather than direct pre-test and post-test measurement of speaking performance. Meanwhile, quantitative studies such as Sultan et al. (2026) were conducted outside Aceh and involved a different level of education. Therefore, quantitative evidence concerning changes in senior high school EFL learners' speaking performance following TBLT implementation within an Islamic school context in Aceh remains comparatively limited (Syahputra, 2026; Sultan et al., 2026).

In the present study, the EFL learners of MAS Ruhul Islam Anak Bangsa Senior High School are investigated in an effort to address the above discrepancies using a quantitative one-group pre-test-post-test design. Learners' perceptions are not posed as a separate research topic, rather the main analysis focuses on the single research issue of the extent of improvement in speaking performance after TBLT implementation. Speaking proficiency is assessed on the bases of fluency, correctness, pronunciation, vocabulary and understanding. Data on perception is merely supplementary when discussed, not a separate subject of study (Sang & Loi, 2023; Sultan et al., 2026).

Accordingly, the contribution of the present study lies not in claiming that TBLT has never been investigated previously, but in extending existing evidence to a particular educational context, participant group, research design, and combination of speaking components. The study examines whether the speaking performance of senior high school EFL learners in an Islamic school context in Aceh is higher following TBLT implementation and provides component-level description of fluency, accuracy, pronunciation, vocabulary, and comprehension. This position is consistent with

recommendations that TBLT should continue to be investigated across different learner populations, task designs, and educational contexts (Sang & Loi, 2023; Xie & Lan, 2025; Lu et al., 2025).



CHAPTER III

METHODOLOGY

A. Research Design

This study employed a descriptive quantitative research approach with a pre-experimental one-group pre-test and post-test design to examine the improvement in EFL learners' speaking skills following the implementation of Task-Based Language Teaching (TBLT). The quantitative approach was used because the students' speaking performance was represented through numerical scores obtained before and after the treatment. The descriptive component was used to describe the students' speaking performance through statistical measures such as the mean score, minimum score, maximum score, and standard deviation. Similar quantitative studies on TBLT have employed pre-test and post-test scores to examine changes in learners' speaking performance statistically (Sultan et al., 2026; Nugrahaeni, 2022).

The study applied a pre-experimental design using one group only, in which the same participants were assessed before and after receiving the treatment. No control or comparison group was involved in the study. This design enabled the researcher to examine changes in the speaking performance of the same students after participating in TBLT-based learning activities. Sultan et al. (2026), for example, employed a one-group pre-test–post-test design to investigate TBLT among EFL learners and compared the participants' speaking scores before and after the intervention. Similarly, Nugrahaeni (2022) applied a pre-experimental one-group pre-test–post-test design to investigate the implementation of TBLT in a junior high school speaking classroom.

The selection of this design was also consistent with the purpose of the present study. The research question focuses on the extent to which learners' speaking skills—including fluency, accuracy, pronunciation, vocabulary, and comprehension—improve following TBLT implementation. Therefore, measuring the same participants at two points in time provides numerical evidence of the changes occurring between their initial and final speaking performance. Previous studies have demonstrated that pre-test and post-test comparisons can provide useful evidence of speaking development after task-based instruction (Iksan et al., 2021; Saraiwang & Worawong, 2023).

The research design can be illustrated as follows:

Table 3.1 One-Group Pre-Test–Post-Test Research Design

Group	Group	Treatment	Post-Test
XII MIPA V	O ₁	X	O ₂

Where:

O_1 = Students' speaking performance before the treatment

X = Treatment using Task-Based Language Teaching (TBLT)

O_2 = Students' speaking performance after the treatment

In this design, the pre-test was administered to identify the students' initial speaking performance. The students subsequently participated in TBLT-based speaking activities, followed by a post-test administered after the treatment. The difference between the pre-test and post-test scores was then examined descriptively and statistically to identify the extent of improvement occurring after the intervention. This sequence is consistent with previous TBLT research in which students' performance before and after instructional treatment was compared using quantitative procedures (Sultan et al., 2026; Iksan et al., 2021).

Nevertheless, because this study involved only one group and did not include a control group, the findings need to be interpreted within the methodological boundaries of a pre-experimental design. An increase in students' post-test scores can demonstrate improvement following the implementation of TBLT, but the design does not allow the researcher to establish with certainty that TBLT was the only factor responsible for the improvement. Therefore, the study focuses on measured changes in speaking performance following TBLT implementation rather than making an unrestricted causal claim (Sultan et al., 2026; Sang & Loi, 2023).

B. Research Hypothesis

The research hypothesis was formulated based on the research question and the one-group pre-test–post-test design. Since the study examines the same students' speaking performance before and after TBLT implementation, the hypothesis concerns whether there is a statistically significant difference between the two related measurements. Previous experimental studies of speaking instruction have similarly tested differences between pre-test and post-test scores to determine whether students' speaking performance changed significantly after an instructional intervention (Sultan et al., 2026; El-Nashar, 2018).

The hypotheses of this study are formulated as follows:

1. Null Hypothesis (H_0):

There is no significant difference between EFL learners' speaking performance before and after the implementation of Task-Based Language Teaching (TBLT).

2. Alternative Hypothesis (H_a):

There is a significant difference between EFL learners' speaking performance before and after the implementation of Task-Based Language Teaching (TBLT).

The hypotheses were tested through a paired-samples t-test because the pre-test and post-test scores were obtained from the same participants. Before conducting the hypothesis test, the normality of the difference scores was examined to determine whether the assumption required for parametric analysis was satisfied. Previous TBLT and speaking studies have also applied normality testing before conducting parametric comparisons of students' performance (Afifah & Devana, 2020; Sultan et al., 2026).

The statistical decision was based on a significance level of $\alpha = .05$. When the significance value (Sig. 2-tailed) obtained from the paired-samples t-test is lower than .05, H_0 is rejected and H_a is accepted. Conversely, when the significance value is greater than .05, H_0 is not rejected. The use of a .05 significance level is consistent with quantitative speaking research using statistical hypothesis testing to evaluate changes in learners' performance (Saraiwang & Worawong, 2023; Nugrahaeni, 2022).

C. Population and Sample

The population of this study consisted of Grade XII students at MAS Ruhul Islam Anak Bangsa in the 2026/2027 academic year. Grade XII students were considered relevant to the purpose of the study because they were learning English as a foreign language and were expected to communicate ideas, opinions, and information orally through classroom speaking activities. Studies on TBLT have been conducted with learners from various educational levels, including secondary-school learners, indicating that task-based instruction can be adapted to the characteristics and educational context of the participants (Lu et al., 2025; Sang & Loi, 2023).

The sample of this study consisted of 32 students from Class XII MIPA V at MAS Ruhul Islam Anak Bangsa. All students in the selected class participated in the pre-test, treatment, and post-test. The class was treated as an intact group; therefore, no individual students were randomly assigned to separate experimental and control conditions. The use of an existing classroom group is also found in previous pre-experimental TBLT studies in which one intact group received an intervention and was measured before and after treatment (Sultan et al., 2026; Nugrahaeni, 2022).

The researcher used. The principal reason for involving only one class was that purposive sampling based on institutional accessibility and research permission the school granted permission for the researcher to conduct the study in only one class. Consequently, the researcher was not

permitted to involve additional classes or establish a separate control group. Class XII MIPA V was therefore selected as the accessible class provided by the school, and all 32 students in the class were included as research participants. Similar one-group studies demonstrate that a pre-experimental design can be applied when one group is observed before and after an instructional intervention, although the absence of a comparison group must be considered when interpreting the findings (Sultan et al., 2026; Nugrahaeni, 2022).

The use of one class also reflects the actual institutional conditions in which the research was conducted. Contextual factors, including institutional policies, classroom availability, teaching schedules, and school support, can influence how TBLT research is implemented in real educational settings. Therefore, the selection of one available class was not intended to claim that it statistically represented every Grade XII student, but rather to investigate the implementation of TBLT within the classroom to which the researcher was formally granted access (Xie & Lan, 2025; Hasnain & Halder, 2021).

D. Research Variables

This study involved two research variables: an independent variable and a dependent variable. The independent variable was Task-Based Language Teaching (TBLT), which functioned as the instructional treatment, while the dependent variable was students' speaking skills measured before and after the treatment. TBLT places meaningful communicative tasks at the center of language learning, whereas speaking performance represents learners' ability to use the target language orally in communicative situations (Mudinillah et al., 2024; Bukhori & Irsyad, 2025).

1. Independent Variable: Task-Based Language Teaching (TBLT)

The independent variable in this study was Task-Based Language Teaching (TBLT). TBLT is a learner-centered approach in which meaningful tasks are used as the principal means through which learners communicate and use the target language. Rather than learning English only through isolated grammatical exercises, students are encouraged to exchange information, express ideas, solve problems, and achieve communicative outcomes through task completion (Mudinillah et al., 2024; East, 2022).

The implementation of TBLT in this study consisted of three general stages: pre-task, task cycle, and post-task/language focus. During the pre-task stage, the researcher introduced the topic, explained the purpose of the activity, activated students' background knowledge, and provided necessary vocabulary or language support. During the task cycle, students used English actively to

complete meaningful speaking activities. In the post-task stage, students reflected on their performance and received feedback concerning their language use. These stages are consistent with commonly used TBLT frameworks that emphasize preparation, meaningful task performance, interaction, and subsequent attention to language (Sang & Loi, 2023; Hasnain & Halder, 2021).

The treatment included communicative activities such as discussion, storytelling, role play, information exchange, problem-solving activities, and argumentative speaking tasks. Such activities were intended to provide students with repeated opportunities to produce spoken English for meaningful purposes rather than merely reproduce isolated language structures. Previous studies indicate that meaningful task performance can increase learners' opportunities for oral interaction and contribute to fluency, accuracy, and other aspects of speaking performance (Masuram & Sripada, 2020; Panduwangi, 2021).

2. Dependent Variable: Students' Speaking Skills

The dependent variable in this study was students' speaking skills. Speaking skills refer to learners' ability to express ideas, information, opinions, and responses orally in English. Speaking performance is multidimensional because successful oral communication requires learners not only to produce language but also to use appropriate linguistic resources and respond meaningfully during interaction (Bukhori & Irsyad, 2025; Iksan et al., 2021).

In accordance with Chapter II and the research question, students' speaking performance was examined through five components: fluency, accuracy, pronunciation, vocabulary, and comprehension. Fluency concerns the ability to communicate smoothly with limited unnecessary hesitation; accuracy refers to appropriate grammatical and linguistic use; pronunciation concerns intelligible production of English sounds and speech patterns; vocabulary reflects the availability and appropriateness of lexical resources; and comprehension concerns the ability to understand questions or communicative contexts and respond appropriately. Similar dimensions have been employed in previous assessments of EFL speaking performance (Iksan et al., 2021; Bukhori & Irsyad, 2025).

The operational definitions of the variables are presented below:

Table 3.2 Operational Definition of Variables

Variable	Operational Definition	Indicators	Instrument
Independent Variable (X): Task-Based	An instructional strategy in which	Pre-task, Task Cycle, Post-task/Language	TBLT Lesson Plan / Teaching Module

Language Teaching	students use English through meaningful communicative tasks	Focus	
Dependent Variable (Y): Students' Speaking Skills	Students' ability to communicate ideas and information orally in English	Fluency, Accuracy, Pronunciation, Vocabulary, Comprehension	Speaking Pre-test and Post-test

The operationalization of the variables ensures that the instructional treatment and the measured speaking outcomes correspond directly with the focus of the study. This alignment is important because task-based assessment should examine learners' ability to use language through meaningful performance rather than depend only on decontextualized linguistic knowledge (Noroozi & Taheri, 2022; Mulyadi et al., 2021).

E. Research Instrument

An analytical speaking assessment rubric was used to evaluate the students' speaking performance. Analytical scoring was selected because the research question addresses not only overall improvement but also improvement in specific components of speaking. Each performance was therefore evaluated separately in terms of fluency, accuracy, pronunciation, vocabulary, and comprehension. These components are consistent with previous literature emphasizing that speaking competence involves several interconnected linguistic and communicative dimensions (Bukhori & Irsyad, 2025; Iksan et al., 2021).

Each component was scored on a four-point scale, ranging from 1 (Poor) to 4 (Excellent). The use of the same rubric for both assessments was intended to ensure consistent interpretation of student performance across the two measurement occasions. Performance-based speaking studies similarly use structured criteria to transform oral production into numerical data that can subsequently be analyzed quantitatively (Iksan et al., 2021; Sultan et al., 2026).

Table 3.3 Speaking Assessment Rubric

Criteria	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
Fluency	Speaks smoothly and naturally with	Speaks fairly smoothly with occasional	Shows frequent hesitation	Has difficulty maintaining speech and

	minimal hesitation. Ideas are expressed clearly and continuously.	hesitation but communication remains effective.	and pauses that sometimes interrupt communication.	produces very limited oral communication.
Accuracy	Uses grammatical structures accurately with very few errors. Errors do not affect communication.	Makes some grammatical errors, but the meaning remains clear.	Makes frequent grammatical errors that sometimes affect understanding.	Makes many grammatical errors that seriously interfere with communication.
Pronunciation	Pronunciation is clear and understandable with appropriate stress and intonation.	Minor pronunciation problems occur but meaning remains understandable.	Pronunciation problems sometimes make understanding difficult.	Pronunciation is unclear and significantly affects communication.
Vocabulary	Uses a wide range of appropriate vocabulary accurately and effectively.	Uses sufficient vocabulary with some limitations in word choice.	Uses limited vocabulary and sometimes struggles to express ideas.	Has very limited vocabulary and cannot express ideas effectively.
Comprehensi-	Understands	Understands	Shows partial	Has

on	questions or topics completely and responds appropriately.	most questions and gives relevant responses.	understanding and needs repetition or clarification.	difficulty understanding and responding appropriately.
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The analytical rubric also allows the researcher to examine whether improvement occurs consistently across the five components or whether certain components develop more strongly than others. This component-level analysis is relevant because previous studies have reported that TBLT may influence particular dimensions such as fluency and accuracy differently depending on the tasks and instructional conditions used (Panduwangi, 2021; Sang & Loi, 2023).

1. Scoring Procedure

Each of the five speaking components was assigned a score from 1 to 4. Therefore, the lowest possible raw total score was 5 and the highest possible raw total score was 20. The raw scores were subsequently converted to a 0–100 scale to facilitate descriptive analysis and the calculation of normalized gain. Converting performance scores into a standardized scale also makes pre-test and post-test results easier to interpret across participants (Sultan et al., 2026; Iksan et al., 2021). The final speaking score was calculated using the following formula:

$$\text{Final Score} = (\text{Obtained Raw Score} / \text{Maximum Raw Score}) \times 100$$

Since the maximum raw score was 20, a student obtaining a raw score of 15, for example, would receive a standardized speaking score of 75. The same conversion procedure was applied to both the pre-test and post-test. Previous quantitative speaking studies have similarly transformed performance scores into numerical measures before analyzing means, score changes, and statistical differences between testing occasions (Sultan et al., 2026; Iksan et al., 2021).

To reduce subjectivity in speaking assessment, the same rubric was applied consistently to all participants and to both testing occasions. Where two raters were involved, each rater assessed the speaking performance independently using identical criteria, and the final student score was obtained from the average of the two ratings. The use of clearly specified performance criteria is important in speaking assessment because oral proficiency includes several components that need to be judged systematically rather than impressionistically (Bukhori & Irsyad, 2025; Noroozi & Taheri, 2022).

F. Data Collection Procedure

The data collection procedure consisted of four main stages: preparation, pre-test administration, treatment implementation, and post-test administration. These stages were arranged systematically so that students' speaking performance could be measured before and after the implementation of TBLT under comparable assessment conditions. Similar sequences have been used in previous studies examining speaking development through instructional interventions (Sultan et al., 2026; Nugrahaeni, 2022).

1. Preparation

Before conducting the study, the researcher obtained permission from MAS Ruhul Islam Anak Bangsa and coordinated the research schedule with the school and the English teacher. The researcher also prepared the speaking pre-test and post-test, analytical speaking rubric, lesson plans, teaching materials, and TBLT activities. Careful preparation is particularly important in task-based instruction because the effectiveness of TBLT depends partly on appropriate task design, teacher preparation, classroom conditions, and alignment between activities and learners' needs (Hasnain & Halder, 2021; Xie & Lan, 2025).

The instructional activities were prepared according to the principles of TBLT, emphasizing meaningful communication and learner participation. The learning materials included Narrative Text and Argumentative Text, through which students participated in activities such as storytelling, discussion, expressing opinions, information exchange, and argumentative speaking. Meaningful and contextually appropriate tasks are central to TBLT because learners are expected to use language to achieve communicative outcomes rather than simply practise isolated forms (Mudinillah et al., 2024; Sang & Loi, 2023).

2. Pre-Test

Before the treatment, the researcher administered a speaking pre-test to all of the 32 pupils. The pre-test was aimed to set the baseline data of the students' speaking performance before they were involved in TBLT activities. The students took an individual speaking task, and their performance was rated on the five criteria of fluency, accuracy, pronunciation, vocabulary and comprehension. Pre-test is often used in one-group intervention study to determine the initial performance of the participants before the therapy (Sultan et al., 2026; Nugrahaeni, 2022).

The pre-test scores received were recorded for each student and again compared with the post-test values. The statistical analysis compared two measurements from the same individuals rather than

scores from distinct groups, therefore it was required to maintain paired data for each participant (Saraiwang & Worawong, 2023; Sultan et al., 2026).

3. Treatment

After pre-test, the researcher used the treatment of Task-Based Language Teaching to Class XII MIPA V. The treatment was conducted in six meetings in four weeks and each meeting was conducted for about 90 minutes. During these sessions, the learners were offered structured chances to interact verbally through meaningful classroom tasks, which were in line with the learner-centered and communicative concepts of TBLT (Mudinillah et al., 2024; Masuram & Sripada, 2020).

Each treatment session normally went through three stages. In the pre-task step, the researcher introduced the topic, activated background knowledge, clarified the aims of the activity and offered relevant vocabulary or linguistic support. With sufficient preparation, learners may better participate in communicative tasks, particularly in the case of limited linguistic resources or confidence (Hasnain & Halder, 2021; Xie & Lan, 2025).

Secondly, students were involved in active speaking activities such as storytelling, discussion, role play, information sharing, problem solving and argumentative speaking in task cycle. Students worked alone, in couples or in groups depending on the nature of the task. Task-based engagement provides opportunities for learners to produce language, negotiate meaning, communicate information, and use English more spontaneously (Mulyadi et al., 2021; Masuram & Sripada, 2020).

Third, the post-task or language-focus stage was when students reflected on the exercise and they received feedback linked to their speaking performance. Difficulties with language correctness, pronunciation, vocabulary, fluency or comprehension that occurred during task performance could be noted. Meaningful conversation, supported by reflection and feedback, enables the learners to notice what they need to grow further in their language production (Sang & Loi, 2023; Hasnain & Halder, 2021).

4. Post-Test

After the treatment was completed, the researcher administered the speaking post-test to the same 32 students. The post-test followed a procedure comparable to that of the pre-test and was assessed using the same analytical speaking rubric. This procedure produced paired pre-test and post-test scores for every participant and enabled direct examination of changes in speaking performance following TBLT implementation (Sultan et al., 2026; Iksan et al., 2021).

The post-test scores were subsequently entered together with the pre-test scores into IBM SPSS

Statistics for analysis. The numerical data were used to determine the mean performance, test the normality assumption, conduct the paired-samples t-test, and calculate the N-Gain as an indicator of the magnitude of improvement. SPSS has also been used in previous TBLT and speaking studies to analyze pre-test and post-test scores through descriptive and inferential statistics (Panduwangi, 2021; Sultan et al., 2026).

G. Data Analysis Technique

The quantitative data obtained from the speaking pre-test and post-test were analyzed systematically to answer the single research question. The analysis was conducted in four stages: descriptive statistics and mean score, normality test, paired-samples t-test, and N-Gain analysis. This sequence enables the researcher to describe students' performance, examine the statistical assumption, determine whether the observed change is statistically significant, and estimate the level of improvement achieved after the intervention (Sultan et al., 2026; Saraiwang & Worawong, 2023).

1. Descriptive Statistics and Mean Score

The first stage involved calculating the descriptive statistics of students' pre-test and post-test scores using IBM SPSS Statistics. The output included the number of participants (N), minimum score, maximum score, mean score, and standard deviation. The mean was used as the principal descriptive indicator to show the average speaking performance of the students before and after TBLT implementation. Previous speaking research has similarly used SPSS descriptive statistics to examine mean performance across testing occasions (Iksan et al., 2021; Panduwangi, 2021).

The pre-test mean represented the average speaking performance before treatment, while the post-test mean represented the average performance after treatment. A higher post-test mean would descriptively indicate that students performed better after participating in TBLT activities. However, mean differences alone cannot determine whether the change is statistically significant; therefore, assumption testing and inferential analysis were required in the following stages (Sultan et al., 2026; Saraiwang & Worawong, 2023).

In addition to the overall speaking score, descriptive mean scores could also be examined for each speaking component—fluency, accuracy, pronunciation, vocabulary, and comprehension—to identify the pattern of improvement across the dimensions included in the research question. Previous TBLT research has shown that speaking improvement may occur across several components rather than uniformly within only one dimension (Sang & Loi, 2023; Sultan et al., 2026).

2. Normality Test

Before conducting the paired-samples t-test, the researcher performed a Shapiro–Wilk normality test using SPSS. In a paired-samples design, the relevant normality assumption concerns the distribution of the difference scores, calculated by subtracting each student's pre-test score from the corresponding post-test score. Testing the difference scores is appropriate because the paired-samples t-test analyzes the mean of these within-participant differences rather than treating the two sets of scores as independent samples (Afifah & Devana, 2020; Sultan et al., 2026). The hypotheses for the normality test are interpreted using a significance level of .05:

- a. If Sig. > .05, the difference scores are considered to meet the normality assumption.
- b. If Sig. < .05, the difference scores are considered to deviate significantly from normality.

Previous quantitative speaking studies have also used Shapiro–Wilk output and a .05 criterion to determine whether parametric statistical analysis was appropriate (Afifah & Devana, 2020; Namaziandost et al., 2020). When the difference scores satisfy the normality assumption, the researcher proceeds with the paired-samples t-test. If the normality assumption is not satisfied, the assumption violation needs to be reported and a non-parametric alternative would ordinarily be considered. In the present methodological framework, the normality test therefore functions as the statistical prerequisite for determining the appropriateness of the planned paired-samples t-test (Afifah & Devana, 2020; Namaziandost et al., 2020).

3. Paired-Samples t-Test

The third stage was hypothesis testing using a paired-samples t-test in SPSS. This test was selected because the research involved two related measurements obtained from the same participants: each student had one pre-test score and one post-test score. A paired-samples t-test is therefore appropriate for examining whether the mean difference between these related measurements is statistically significant (Sultan et al., 2026; Saraiwang & Worawong, 2023).

The statistical decision was made at $\alpha = .05$. If the value of Sig. (2-tailed) < .05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, indicating a statistically significant difference between students' speaking performance before and after TBLT implementation. If Sig. (2-tailed) > .05, H_0 is not rejected, indicating that the observed mean difference does not reach the predetermined level of statistical significance (Sultan et al., 2026; Nugrahaeni, 2022).

The paired-samples t-test answers the inferential part of the research question by determining

whether the improvement observed descriptively through the mean scores is statistically significant. Previous one-group studies have likewise reported significant differences between students' pre-test and post-test speaking scores after task-based or communicative instructional treatments using paired statistical comparisons (Sultan et al., 2026; Iksan et al., 2021).

Nevertheless, statistical significance in a one-group pre-experimental design should not be interpreted as definitive proof that TBLT alone caused the observed change. The paired-samples t-test establishes whether the same participants performed differently at the two measurement points; interpretation of this difference must still consider the absence of a control group. This cautious interpretation is consistent with the methodological limitations of one-group TBLT research (Sultan et al., 2026; Sang & Loi, 2023).

4. N-Gain Analysis

The final stage of analysis was the Normalized Gain (N-Gain) analysis. While the paired-samples t-test was used to determine whether the difference between the pre-test and post-test was statistically significant, N-Gain was used to describe the relative effectiveness of the improvement by considering how much of the possible improvement from the pre-test score to the maximum score was achieved. Previous pre-experimental TBLT research has also examined gain scores alongside pre-test and post-test statistics to provide a clearer picture of the magnitude of students' improvement (Sultan et al., 2026).

Because the speaking scores in the present study were converted to a scale of 0–100, the N-Gain for each participant was calculated using the following formula:

$$\text{N-Gain (g)} = (\text{Post-test Score} - \text{Pre-test Score}) / (100 - \text{Pre-test Score})$$

The N-Gain value indicates the proportion of the possible improvement achieved by a student. For example, a student whose pre-test score is already relatively high has less room for improvement than a student whose initial score is low. Therefore, normalized gain provides additional information beyond a simple raw difference between post-test and pre-test scores. Raw gain scores have also been used in one-group TBLT research to describe individual differences in improvement after intervention (Sultan et al., 2026). For interpretation in the present study, the N-Gain scores were classified as follows:

Table 3.4 N-Gain Interpretation

N-Gain Score	Interpretation
$g \geq 0.70$	High

$0.30 \leq g < 0.70$	Moderate
$g < 0.30$	Low

The mean N-Gain of all participants was then calculated to determine the general level of improvement achieved by the class. A higher N-Gain indicates that students achieved a larger proportion of the improvement that was theoretically available between their initial score and the maximum score. Thus, the N-Gain complements the descriptive mean and paired-samples t-test by showing the degree of improvement or effectiveness, whereas the paired-samples t-test addresses statistical significance (Sultan et al., 2026; Sang & Loi, 2023).

Taken together, the four stages of analysis serve different but complementary functions. The descriptive statistics show the direction and average magnitude of score change; the Shapiro–Wilk test examines the normality assumption; the paired-samples t-test determines statistical significance; and the N-Gain describes the relative level of improvement. Combining these analyses enables the research question to be answered more comprehensively than relying on only one statistical indicator (Sultan et al., 2026; Saraiwang & Worawong, 2023).

A. Validity and Reliability

The validity of the speaking instrument was established through content validity. The speaking task and analytical rubric were developed in accordance with the objective of the study and the five speaking components identified in Chapter II: fluency, accuracy, pronunciation, vocabulary, and comprehension. These dimensions represent important elements of oral communication and are consistent with components employed or discussed in previous EFL speaking research (Bukhori & Irsyad, 2025; Iksan et al., 2021).

Before the instrument was administered, the speaking test and rubric were reviewed through expert judgment, involving the research supervisor and the English teacher. The review focused on the suitability of the test with the learners' level, relevance of the speaking tasks to the research objective, clarity of the instructions, appropriateness of the scoring criteria, and comparability between the pre-test and post-test. Aligning assessment tasks with instructional objectives is particularly important in task-based research because the assessment should reflect the language performance the treatment is intended to develop (Noroozi & Taheri, 2022; Mulyadi et al., 2021).

The reliability of the speaking assessment was supported through consistent use of the same analytical rubric and scoring procedure for both the pre-test and post-test. Where two raters assessed the performances, each rater used the same criteria independently, and the final student score was

calculated from the average of the two ratings. Structured analytical scoring reduces dependence on a single overall impression and provides a more systematic basis for evaluating oral performance across multiple components (Iksan et al., 2021; Bukhori & Irsyad, 2025).

Maintaining the same assessment dimensions, score ranges, and scoring procedures across both testing occasions was also important for comparability. Any observed change between the pre-test and post-test should reflect differences in assessed student performance rather than differences in the criteria used to evaluate the two tests. Previous quantitative studies of TBLT similarly relied on comparable pre-test and post-test assessment procedures to examine changes in learners' speaking performance (Pham et al., 2023; Sultan et al., 2026).

H. Ethical Considerations

Before conducting the research, the researcher obtained formal permission from MAS Ruhul Islam Anak Bangsa and followed the conditions established by the school. One of these institutional conditions was that the study could only be conducted in one authorized class. Therefore, the research procedures were adapted to the access granted by the school without involving students or classes outside the approved research setting. Institutional conditions and contextual constraints are important considerations in the practical implementation of task-based research in educational settings (Xie & Lan, 2025; Hasnain & Halder, 2021).

The students were informed about the general purpose and procedures of the study before participating in the research activities. The pre-test, treatment, and post-test were conducted as educational activities related to English speaking development, and the researcher ensured that the participants were treated fairly throughout the research process. The implementation of TBLT also aimed to provide all participating students with meaningful opportunities to practise English rather than limiting active participation to only certain learners (Mudinillah et al., 2024; Xie & Lan, 2025).

Students' identities and individual research data were treated confidentially. Scores obtained from the speaking assessments were used only for academic research purposes and were reported in a manner that did not unnecessarily disclose personal information. Since speaking tasks involve direct student performance, maintaining confidentiality and consistent assessment procedures was particularly important for protecting participants while ensuring that the data could be analyzed objectively (Noroozi & Taheri, 2022; Iksan et al., 2021).

Finally, the findings of the study were interpreted according to the limitations of the selected research design. Because only one class was permitted to participate and no control group was

available, the researcher did not interpret statistical improvement as absolute evidence that TBLT was the sole cause of every observed change. Instead, the results were interpreted as evidence of students' speaking improvement following the implementation of TBLT within the specific educational context investigated in this study (Sultan et al., 2026; Sang & Loi, 2023).



CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

This chapter presents the findings of the study concerning the improvement of EFL learners' speaking skills following the implementation of Task-Based Language Teaching (TBLT). In accordance with the single research question formulated in Chapter I, the analysis focuses on the extent to which students' speaking performance improved in terms of fluency, accuracy, pronunciation, vocabulary, and comprehension.

The participants of this study consisted of 32 students of Class XII MIPA V at MAS Ruhul Islam Anak Bangsa. All participants completed both the speaking pre-test and post-test. The pre-test was administered before the implementation of TBLT to identify the students' initial speaking performance, whereas the post-test was administered after the treatment to determine their speaking performance following the instructional period.

As described in Chapter III, the quantitative data were analyzed through four stages. First, descriptive statistics were used to compare students' overall pre-test and post-test performance and the development of the five speaking components. Second, the Shapiro–Wilk normality test was conducted on the difference scores. Third, a paired-samples t-test was used to determine whether the difference between the pre-test and post-test scores was statistically significant. Finally, N-Gain analysis was used to describe the relative level of improvement achieved by the students.

1. Descriptive Statistics of Students' Overall Speaking Performance

The first analysis examined students' overall speaking performance before and after the implementation of TBLT. Descriptive statistics were calculated to determine the number of participants, minimum score, maximum score, mean score, and standard deviation.

Table 4.1 Descriptive Statistics of Students' Speaking Scores

Test	N	Minumum	Maximum	Mean	Std. Deviation
Pre-Test	32	7	19	10.75	2.33
Post-test	32	11	20	14.69	1.91

Table 4.1 shows a clear increase in students' speaking performance from the pre-test to the post-test. Before the implementation of TBLT, the students obtained a mean score of 10.75. After the implementation of TBLT, the mean score increased to 14.69. Therefore, the average increase between

the two measurements was approximately 3.94 points. The original Chairi data also show that the minimum score increased from 7 to 11 and the maximum score increased from 19 to 20.

The increase in the mean score indicates descriptively that the students demonstrated better speaking performance after the TBLT instructional period than before the treatment. In other words, there was an improvement in students' speaking performance between the pre-test and post-test.

The standard deviation also decreased from 2.33 in the pre-test to 1.91 in the post-test. This indicates that, in addition to achieving a higher average score, the students' post-test scores were somewhat more concentrated around the mean. However, descriptive improvement alone does not determine whether the difference is statistically significant. Therefore, additional analyses were conducted.

2. Improvement in the Components of Speaking Performance

In addition to examining students' overall speaking scores, the study analyzed the five speaking components separately. This component-level analysis was conducted to identify how students' fluency, accuracy, pronunciation, vocabulary, and comprehension changed between the pre-test and post-test.

Table 4.2 Improvement of Speaking Components

Speaking Component	Pre-test Mean	Post-test Mean	Improvement
Fluency	2.16	3.00	0.84
Accuracy	2.09	2.88	0.78
Pronunciation	2.16	3.06	0.91
Vocabulary	2.38	3.09	0.72
Comprehension	1.94	2.66	0.72

The results in Table 4.2 demonstrate that all five components of speaking performance showed higher mean scores in the post-test than in the pre-test. Therefore, the improvement in students' overall speaking performance was not limited to only one aspect of speaking. The original data show that pronunciation produced the largest reported improvement, followed by fluency, accuracy, vocabulary, and comprehension. Pronunciation increased from 2.16 in the pre-test to 3.06 in the post-test, with a reported improvement of 0.91. Fluency increased from 2.16 to 3.00, representing an improvement of 0.84. Accuracy also increased from 2.09 to 2.88. Vocabulary increased from 2.38 to 3.09, while comprehension increased from 1.94 to 2.66.

These results indicate that students demonstrated improvement in different dimensions of oral communication after participating in the TBLT instructional activities. Pronunciation and fluency showed particularly noticeable changes, while vocabulary and comprehension also developed positively. This pattern is relevant to previous TBLT research. Sang and Loi's review of 25 studies concluded that TBLT generally promoted both overall speaking performance and specific speaking dimensions, particularly complexity, accuracy, and fluency. Similarly, Sultan et al. (2026) reported higher post-test means across pronunciation, grammar, vocabulary, fluency, and comprehensibility after TBLT implementation.

3. Normality Test

Before conducting the paired-samples t-test, the normality assumption was examined. Since the present study compared two related scores from the same participants, the relevant assumption concerns the normality of the difference scores between post-test and pre-test performance. The Shapiro–Wilk test was used because the study involved 32 paired observations.

Table 4.3 Shapiro–Wilk Test of Normality for the Difference Scores

Variable	Shapiro–Wilk Statistic	Df	Sig.	Interpretation
Post-test – Pre-test	.944	32	.095	Normally distributed

The Shapiro–Wilk test produced a significance value of .095. Since this value was greater than the predetermined alpha level of .05, the distribution of the difference scores did not significantly deviate from normality. Therefore, the normality assumption required for the paired-samples t-test was satisfied. Based on this result, the paired-samples t-test was considered appropriate for examining whether the improvement between the students' pre-test and post-test scores was statistically significant.

4. Hypothesis Testing Using the Paired-Samples t-Test

After the normality assumption had been satisfied, a paired-samples t-test was conducted to examine whether students' speaking performance differed significantly before and after the implementation of TBLT.

Table 4.4 Paired-Samples t-Test of Students' Speaking Performance

Comparison	Mean Difference	Std. Deviation	Std. Error	95% CI Lower	95% CI Upper	t

			Mean			
Post-test – Pre-test	3.938	1.523	.269	3.389	4.486	14.628

The paired-samples t-test showed that the difference between students' pre-test and post-test speaking performance was statistically significant, $t(31) = 14.628$, $p < .001$. The mean difference was 3.938 points, with a 95% confidence interval ranging from 3.389 to 4.486. The confidence interval does not include zero, providing further evidence that the difference between the two measurements was statistically significant. The original SPSS-derived values in Chairi's Chapter IV report the same mean difference, standard error, confidence interval, and t-value. Since the significance value was below .05, the null hypothesis was rejected and the alternative hypothesis was supported. Therefore, the students' speaking performance was significantly higher in the post-test than in the pre-test.

The direction of the result is also important. The finding does not merely indicate that the two measurements were statistically different; the post-test mean was clearly higher than the pre-test mean. Thus, the statistical evidence supports the descriptive finding that there was an improvement in students' speaking performance from before the treatment to after the treatment. However, because the study employed a one-group pre-experimental design without a control group, this statistical difference should be interpreted as improvement following the implementation of TBLT.

5. N-Gain Analysis

To complement the descriptive statistics and paired-samples t-test, an N-Gain analysis was conducted to describe the relative level of improvement between students' pre-test and post-test performance.

Pre-test Mean	Post-test Mean	Mean Increase	N-Gain	Interpretation
53.75	73.45	19.70	0.426	Moderate

Based on the interpretation criteria established in Chapter III, an N-Gain value between .30 and .70 is categorized as **Moderate**. Therefore, the normalized improvement in the students' speaking performance was at the moderate level. This result provides information different from the paired-samples t-test. The t-test demonstrates that the difference between the pre-test and post-test was statistically significant, whereas the N-Gain shows that the relative improvement achieved from the available score range was moderate. Thus, the two analyses should not be interpreted as contradictory. Rather, they answer different aspects of the research question.

6. Summary of Research Findings

Taken together, the quantitative findings indicate a consistent pattern of improvement in students' speaking performance following TBLT implementation. The mean speaking score increased from 10.75 in the pre-test to 14.69 in the post-test. All five speaking components also obtained higher post-test mean scores, with pronunciation showing the largest reported improvement, followed by fluency.

The difference scores met the normality assumption, and the paired-samples t-test showed that students' post-test performance was significantly higher than their pre-test performance, $t(31) = 14.628$, $p < .001$. The N-Gain value of 0.426 further indicated a moderate level of normalized improvement. therefore, the findings provide evidence that students' speaking performance was higher after the implementation of TBLT than before its implementation, both in overall speaking performance and across fluency, accuracy, pronunciation, vocabulary, and comprehension.

B. Discussion

1. Improvement in Students' Speaking Performance Before and After TBLT Implementation

The principal finding of the study is that there was an improvement in students' speaking performance between the pre-test and post-test. Before participating in TBLT-based instruction, the students obtained a mean speaking score of 10.75. After the instructional period, their mean score increased to 14.69. Therefore, students demonstrated better speaking performance after the treatment than they had demonstrated before the treatment.

The improvement was not limited to the descriptive mean. The paired-samples t-test showed a statistically significant difference between the two measurements, $t(31) = 14.628$, $p < .001$. In addition, the N-Gain of 0.426 indicated that the relative improvement was at a moderate level. Taken together, these findings demonstrate that students' speaking performance increased from before the TBLT treatment to after the TBLT treatment.

This finding is consistent with previous empirical research on Task-Based Language Teaching. Nugrahaeni (2022), for example, examined TBLT in a junior high school context and reported that students' mean speaking score increased from 60.25 in the pre-test to 85.25 in the post-test. The study concluded that implementation of TBLT could contribute to improvement in students' speaking skills. A similar pattern was reported by Nguyen (2023) in a quasi-experimental study involving 60 participants. Students receiving TBLT instruction for eight weeks demonstrated significantly improved speaking ability compared with students receiving conventional instruction.

More recently, Naida and Astutik (2026) also found a statistically significant difference favoring learners who received TBLT instruction. Their findings supported the conclusion that TBLT had a meaningful positive relationship with students' speaking proficiency. The findings of the present study are particularly comparable with Sultan et al. (2026) because both studies employed a one-group pre-test–post-test design. Sultan et al. reported that the mean speaking score of 29 learners increased from 34.90 in the pre-test to 68.83 in the post-test, and their paired-samples t-test produced a statistically significant difference at $p < .001$.

Therefore, the present finding does not stand in isolation. Across different learner populations and research designs, previous studies have generally found that speaking performance is higher following task-based instruction. At the broader level, (Sang and Loi's, 2023) systematic review of 25 qualified studies similarly concluded that TBLT promoted both general speaking performance and specific dimensions of oral production. (Xie and Lan's, 2025) systematic review, which synthesized 64 studies, also found that TBLT supported improvement in communication-related outcomes, including fluency, accuracy, confidence, vocabulary, and broader language proficiency. However, they also emphasized that the effectiveness of TBLT depends on contextual factors and the way tasks are designed and implemented.

These findings help explain the improvement observed in the present study. During the six instructional meetings described in Chapter III, students were not positioned only as recipients of explanations about English. They were required to use English through storytelling, discussion, role play, information exchange, problem solving, and argumentative speaking activities. Chapter III confirms that the treatment was organized around pre-task preparation, the task cycle, and post-task feedback.

The pre-task stage gave students opportunities to prepare relevant vocabulary, activate background knowledge, and understand the communicative objective. The task cycle required them to actually produce spoken English and interact with classmates. The post-task stage provided opportunities to reflect on language use and receive feedback. Therefore, the improvement from the pre-test to the post-test can reasonably be interpreted as occurring within an instructional environment that repeatedly required students to use English for meaningful communication.

Nevertheless, the present study does not claim that TBLT was unquestionably the sole cause of the score increase. Since no control group was available, other influences occurring during the research period cannot be completely excluded. What the data demonstrate directly is that the same

students achieved significantly higher speaking scores after the TBLT instructional period than before it.

2. Improvement in the Five Components of Speaking

An important finding of this study is that improvement occurred not only in the students' overall speaking scores but also across all five speaking components assessed in the study. This component-level evidence is particularly relevant because the research question specifically addresses fluency, accuracy, pronunciation, vocabulary, and comprehension.

a. Fluency

Students' mean fluency score increased from 2.16 in the pre-test to 3.00 in the post-test, representing a reported improvement of 0.84. Fluency therefore showed the second-largest improvement among the five assessed components. This finding suggests that the students became better able to maintain spoken communication after participating in repeated task-based speaking activities. During discussions, storytelling, role plays, and information-exchange tasks, students needed to produce spoken language continuously in order to complete the communicative objective. This repeated requirement may have encouraged students to retrieve linguistic resources more efficiently and communicate with fewer disruptive pauses.

The finding is consistent with Sang and Loi (2023), whose review identified fluency as one of the speaking dimensions repeatedly improved through TBLT. Xie and Lan (2025) likewise concluded from their systematic review that TBLT can improve fluency by emphasizing meaningful and real-life communication rather than isolated language exercises. The present result therefore indicates that students showed greater speaking fluency after the post-test than before the treatment. This does not imply that all hesitation disappeared, but it demonstrates a positive shift in their ability to produce spoken English more continuously.

b. Accuracy

The mean accuracy score increased from 2.09 to 2.88, indicating that students demonstrated more accurate language use in the post-test. This finding is relevant because TBLT places considerable emphasis on meaningful communication. However, meaningful communication does not necessarily require accuracy to be ignored. During the communicative task itself, students can focus primarily on conveying meaning, while pre-task preparation and post-task feedback provide opportunities to address grammatical or linguistic problems.

Previous TBLT research supports this interpretation. Sang and Loi (2023) identified accuracy

as one of the components that frequently improved in studies of task-based speaking instruction. Research focusing specifically on speaking accuracy has also reported substantial improvement following task-based treatment. In the uploaded study by Pham and colleagues, the experimental group's mean speaking-accuracy score increased markedly from the pre-test to the post-test. Therefore, the present findings suggest that repeated communication and subsequent feedback allowed the students to develop not only their willingness or ability to speak, but also greater control over the language forms used during communication.

c. Pronunciation

Pronunciation showed the largest reported improvement among the five components. The mean pronunciation score increased from 2.16 in the pre-test to 3.06 in the post-test. This finding indicates that students' spoken production became more understandable after the instructional period. TBLT activities repeatedly required students to pronounce words and sentences within meaningful interaction. Unlike pronunciation exercises that focus only on isolated repetition, the students needed to produce comprehensible speech so that classmates could understand and respond to their messages.

The finding is consistent with Sultan et al. (2026), who found that pronunciation scores increased together with grammar, vocabulary, fluency, and comprehensibility after TBLT implementation. The broader finding of Naida and Astutik (2026) also supports the value of TBLT for the development of speaking proficiency, where fluency, accuracy, and pronunciation are treated as important dimensions of successful oral communication. The relatively large pronunciation improvement in the present study may therefore be related to the frequency with which students were required to produce intelligible spoken English during task completion.

d. Vocabulary

Vocabulary increased from 2.38 in the pre-test to 3.09 in the post-test. This indicates that students demonstrated a broader or more appropriate use of vocabulary following TBLT implementation. Task-based speaking creates an immediate communicative need for vocabulary. When students are required to retell a narrative, give an opinion, defend an argument, describe information, or solve a problem, vocabulary becomes a resource needed to achieve the task rather than simply material to be memorized. The pre-task stage used in this study also included vocabulary preparation, while the task cycle required students to activate and use those lexical items in meaningful communication. Chapter III specifically describes vocabulary support as part of pre-task preparation.

Xie and Lan (2025) similarly concluded that task-based instruction can support vocabulary

development as part of broader communicative competence because learners repeatedly use language in purposeful communicative contexts. Sultan et al. (2026) also reported substantial improvement in vocabulary scores following TBLT implementation. Thus, the present findings indicate that students possessed better lexical resources for expressing their ideas in the post-test than they demonstrated during the pre-test.

e. Comprehension

Comprehension increased from 1.94 in the pre-test to 2.66 in the post-test. Although comprehension remained the component with the lowest post-test mean, the direction of change was positive. This finding is important because speaking is not purely a productive process. Successful oral communication also requires students to understand questions, instructions, and information from interlocutors before providing an appropriate response. During TBLT activities, students were repeatedly required to listen to classmates, interpret information, identify the purpose of communication, and respond appropriately in order to complete the task.

The improvement in comprehension therefore suggests that the task-based activities supported not only language production but also the interactive processing required for successful spoken communication. A related pattern can be observed in Sultan et al. (2026), where the component of comprehensibility increased from 7.45 in the pre-test to 14.62 in the post-test, although comprehensibility and comprehension are not identical constructs. The comparatively lower post-test mean for comprehension also indicates that this dimension may require continued instructional attention. Students may need additional exposure to spoken English and additional practice interpreting information before responding spontaneously.

3. Overall Interpretation of the Improvement

When the five speaking components are considered together, a clear pattern emerges. Students obtained higher post-test scores in fluency, accuracy, pronunciation, vocabulary, and comprehension. Thus, the improvement in overall speaking performance was supported by improvement across the multiple dimensions included in the assessment rubric. This finding is consistent with the theoretical position developed in Chapter II that speaking competence is multidimensional rather than a single, isolated ability. It also corresponds with Sang and Loi's review, which concluded that TBLT can promote both general speaking performance and individual dimensions of spoken language.

The findings also fit the broader evidence synthesized by Xie and Lan (2025). Their review found generally positive effects of TBLT on communicative competence but emphasized that results

depend on task design, learner needs, teacher preparation, cultural expectations, and institutional context. This point is particularly relevant to the present N-Gain result. Although the improvement was statistically significant, the normalized gain was categorized as moderate rather than high.

A moderate N-Gain should not be interpreted as an unsuccessful outcome. The students participated in only six instructional meetings over approximately four weeks. Speaking development involves several linguistic and cognitive abilities that may require sustained practice. Consequently, the moderate normalized gain indicates meaningful progress while also showing that substantial room for further development remained.

The different levels of improvement among the components similarly demonstrate that TBLT should not be expected to improve every aspect of speaking at exactly the same rate. Pronunciation and fluency demonstrated the largest reported improvements, while vocabulary and comprehension increased more moderately. This variation supports Sang and Loi's recommendation that future TBLT research continue to examine different methodological options and task designs rather than assuming that all task-based activities generate identical outcomes.

4. Summary of Discussion

Overall, the findings of this study indicate that students' speaking performance improved after the implementation of Task-Based Language Teaching (TBLT). The improvement was demonstrated by the increase in the students' overall mean score from 10.75 in the pre-test to 14.69 in the post-test. In addition, all five components of speaking performance—fluency, accuracy, pronunciation, vocabulary, and comprehension—showed higher mean scores in the post-test than in the pre-test. Among these components, pronunciation showed the largest reported improvement, followed by fluency. These findings indicate that the improvement occurred not only in students' overall speaking performance but also across the specific speaking components examined in this study.

The statistical analysis further strengthened the descriptive findings. The Shapiro–Wilk test showed that the difference scores were normally distributed, which allowed the use of a paired-samples t-test. The paired-samples t-test revealed a statistically significant difference between the students' pre-test and post-test speaking scores, $t(31) = 14.628$, $p < .001$. This result indicates that students' speaking performance after the TBLT instructional period was significantly higher than their performance before the treatment. The N-Gain value of 0.426 also indicated that the students' normalized improvement was in the moderate category.

The improvement found in this study is consistent with previous research on TBLT and

speaking development. Sultan et al. (2026), for example, reported a significant increase in students' speaking scores after the implementation of TBLT in a one-group pre-test–post-test study. Their findings also showed improvement across several speaking components, including pronunciation, grammar, vocabulary, fluency, and comprehensibility. Similarly, Sang and Loi (2023) concluded that the majority of the studies included in their review reported positive effects of TBLT on speaking performance, particularly in areas such as fluency and accuracy.

The findings are also supported by Xie and Lan (2025), who reported that TBLT generally contributes to the development of learners' communicative competence by providing opportunities for meaningful language use, interaction, and active participation. The improvement in fluency, accuracy, pronunciation, vocabulary, and comprehension in the present study may therefore be related to the communicative nature of the TBLT activities, which required students to use English through storytelling, discussion, role play, information exchange, problem solving, and argumentative speaking.

The pattern of improvement across the five speaking components also suggests that the influence of TBLT was multidimensional. Pronunciation and fluency showed relatively greater improvement, while accuracy, vocabulary, and comprehension also developed positively. This supports the view that task-based instruction may contribute to several dimensions of oral performance, although the degree of improvement may differ depending on the component being assessed, the nature of the tasks, and the instructional context (Sang & Loi, 2023; Xie & Lan, 2025).

Taken together, the discussion shows that there was an improvement in students' speaking performance before and after the TBLT treatment. Students demonstrated higher speaking scores in the post-test than in the pre-test, and this pattern was supported by both descriptive and inferential statistical analyses. The findings are also generally consistent with previous studies that reported positive speaking development following task-based instruction. However, the interpretation of these findings should remain within the boundaries of the research design. Since the study employed a pre-experimental one-group pre-test–post-test design without a control group, the improvement should be interpreted as a change in students' speaking performance following the implementation of TBLT, rather than as definitive evidence that TBLT was the only factor responsible for the improvement.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aimed to examine the improvement in EFL learners' speaking skills following the implementation of Task-Based Language Teaching (TBLT). The study focused on five components of speaking performance, namely fluency, accuracy, pronunciation, vocabulary, and comprehension. A quantitative pre-experimental design with a one-group pre-test–post-test procedure was employed involving 32 students of Class XII MIPA V at MAS Ruhul Islam Anak Bangsa.

Based on the findings, the students demonstrated improvement in their speaking performance after the implementation of TBLT. The students' overall mean speaking score increased from 10.75 in the pre-test to 14.69 in the post-test. This increase indicates that the students performed better in speaking after participating in the TBLT instructional activities than they did before the treatment.

The improvement was also evident across all five components of speaking assessed in this study. The mean score for fluency increased from 2.16 in the pre-test to 3.00 in the post-test. Accuracy increased from 2.09 to 2.88, while pronunciation increased from 2.16 to 3.06. Vocabulary improved from 2.38 to 3.09, and comprehension increased from 1.94 to 2.66. Among the five components, pronunciation showed the largest reported improvement, followed by fluency. These findings indicate that the improvement in students' speaking performance was multidimensional rather than limited to a single aspect of oral communication.

The inferential statistical analysis further supported the descriptive findings. Before hypothesis testing, the Shapiro–Wilk test showed a significance value of .095, indicating that the difference scores were normally distributed and that the assumption for conducting a paired-samples t-test was satisfied. The paired-samples t-test subsequently revealed a statistically significant difference between the students' pre-test and post-test speaking performance, $t(31) = 14.628$, $p < .001$. The mean difference was 3.938 points, with a 95% confidence interval ranging from 3.389 to 4.486. Therefore, the null hypothesis (H_0), which stated that there was no significant difference between students' speaking performance before and after the implementation of TBLT, was rejected, while the alternative hypothesis (H_a) was supported.

Furthermore, the N-Gain analysis resulted in a score of 0.426, which was categorized as moderate. This result indicates that although the difference between the students' pre-test and post-test performance was statistically significant, the relative magnitude of improvement based on the

available score range was at a moderate level. Thus, statistical significance and the level of normalized improvement should be understood as complementary findings rather than interpreted as equivalent measures.

In relation to the research question, it can therefore be concluded that EFL learners' speaking performance improved following the implementation of Task-Based Language Teaching. The improvement occurred in overall speaking performance as well as in fluency, accuracy, pronunciation, vocabulary, and comprehension. The findings suggest that the communicative activities used during the TBLT treatment provided students with opportunities to use English actively through storytelling, discussion, role play, information exchange, problem solving, and argumentative speaking activities.

The structure of TBLT implementation may also have supported the students' speaking development. During the pre-task stage, students were prepared with relevant vocabulary, background knowledge, and an understanding of the communicative objectives. During the task cycle, students were required to produce spoken English and interact with their classmates in order to complete meaningful tasks. The post-task stage subsequently provided opportunities for reflection and feedback on their language use. Through these stages, students were repeatedly exposed to meaningful spoken communication rather than merely learning English forms in isolation.

Nevertheless, the findings should be interpreted within the methodological boundaries of the study. Since the research employed a one-group pre-experimental design without a control group, the improvement observed in the students' speaking scores cannot establish that TBLT was the only factor responsible for the change. Other factors occurring during the instructional period cannot be completely excluded. Therefore, the findings demonstrate that students' speaking performance improved significantly following the implementation of TBLT within the context of this study rather than establishing an unrestricted causal relationship.

Overall, the results provide empirical support for the use of Task-Based Language Teaching as a communicative instructional strategy for developing EFL learners' speaking performance. By providing structured opportunities for meaningful interaction and spoken language production, TBLT can be considered a relevant approach for supporting the development of different dimensions of speaking among senior high school EFL learners.

B. Suggestions

Based on the findings and limitations of this study, several suggestions are proposed for English teachers, students, schools, and future researchers.

1. For English Teachers

English teachers are suggested to consider incorporating Task-Based Language Teaching into speaking instruction, particularly when the instructional objective is to provide students with more opportunities to use English meaningfully. Tasks such as storytelling, role play, discussion, information exchange, problem solving, and argumentative speaking can be used to encourage students to produce spoken English for clear communicative purposes.

Teachers should also carefully consider students' proficiency levels when designing and sequencing tasks. The findings of the present study showed improvement across all five speaking components; however, the degree of improvement differed among the components. Therefore, teachers may need to design particular tasks according to the speaking components that require further development. For example, activities involving repeated oral production and interaction may be useful for developing fluency and pronunciation, while tasks requiring students to explain ideas, respond to questions, and exchange information may provide additional opportunities to develop vocabulary and comprehension.

Furthermore, teachers are encouraged to maintain the three main stages of task-based instruction: pre-task, task cycle, and post-task. Appropriate preparation before the task can provide students with the linguistic resources needed to communicate, while the task cycle provides opportunities for meaningful language production. Post-task feedback can subsequently help students identify and improve problems related to grammar, vocabulary, pronunciation, and clarity of expression.

2. For Students

Students are encouraged to participate actively in task-based speaking activities and use the opportunities provided in the classroom to practice English. Speaking development requires repeated language production, and students should not depend exclusively on explanations of grammar and vocabulary. Instead, they should attempt to use the language for meaningful communication with their classmates.

Students are also encouraged to view mistakes as part of the process of developing speaking ability. During communicative tasks, maintaining interaction and conveying meaning are important,

while accuracy and other linguistic aspects can continue to be refined through feedback and repeated practice. Regular participation in pair work, group discussions, role plays, presentations, and other speaking tasks may provide students with more opportunities to develop confidence and greater control over their spoken English.

3. For Schools

Schools are suggested to support the implementation of communicative and learner-centered English instruction by providing appropriate learning environments, teaching resources, and sufficient opportunities for speaking activities. Since TBLT requires students to participate actively in interaction and task completion, classroom arrangements and instructional resources should support pair work, group work, presentations, and other forms of communicative activity.

Schools may also encourage English teachers to develop their understanding of task-based instruction through professional development, teacher collaboration, workshops, or the sharing of teaching practices. Appropriate institutional support can help teachers design tasks that are suitable for students' proficiency levels and curriculum objectives.

4. For Future Researchers

Future researchers are encouraged to investigate the implementation of TBLT using stronger experimental designs. Since the present study employed a one-group pre-test–post-test design without a control group, future studies could employ quasi-experimental or true experimental designs involving both experimental and control groups. Such designs would provide stronger evidence regarding whether differences in speaking performance can be attributed specifically to TBLT rather than to other possible influences.

Future studies may also involve larger samples and participants from different educational levels or institutional contexts. The present study involved 32 Grade XII students from one class at MAS Ruhul Islam Anak Bangsa. Therefore, research involving students from different schools, regions, proficiency levels, or age groups would be useful for examining whether similar patterns of improvement occur in other EFL learning contexts.

In addition, future researchers may conduct TBLT interventions over longer instructional periods. A longer treatment period may provide more opportunities to examine how students' speaking performance develops over time and whether improvements are maintained after the instructional treatment has ended. Delayed post-tests may also be included to examine the retention of speaking development.

Future studies could further investigate the individual components of speaking performance. Since pronunciation and fluency demonstrated relatively greater improvement in the present study while comprehension showed a lower post-test mean, researchers may examine why particular speaking components respond differently to task-based instruction. Different task types could also be compared to identify which activities are more effective for developing fluency, accuracy, pronunciation, vocabulary, or comprehension.

Finally, future research may combine quantitative and qualitative approaches. Interviews, classroom observations, reflective journals, or learner perceptions could provide additional information about how students experience task-based speaking activities, what difficulties they encounter, and which aspects of the tasks they consider most useful. Such evidence could complement speaking-test results and provide a more comprehensive understanding of how Task-Based Language Teaching supports EFL speaking development.



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APPENDICES
TEACHING MODUL-INDEPENDENT CURRICULUM
ENGLISH SUBJECT PHASE F (GRADE XII)

GENERAL INFORMATION	
A. Modul Identity	
Author	: Chairi Usrina Putri
Scholl	: MAS Ruhul Islam Anak Bangsa
Academic Year	: 2026/2027
Level	: Phase F/ Grade XII
Subject	: English
Semester	: First Semester
Material	: Narrative Text and Argumentative Text
Time Allocation	: 6 Meetings (6 x 90 minutes)
B. Learning Outcomes	
Students are able to use English to communicate ideas, experiences, opinions, and viewpoints in various contexts. Students develop speaking ability through interaction, discussion, presentation, storytelling, and argumentation by considering text structure, language features, and communicative purposes.	
C. Learning activities	
After completing the learning activities, students are able to: 1. Identify social function, generic structure, and language features of narrative and argumentative texts. 2. Retell narrative texts orally. 3. Express opinions supported by reasons and evidence.	
D. Pancasila Student Profile	
1. Critical Thinking 2. Creativity 3. Collaboration 4. Independence 5. Global Diversity	
E. Learning Method	

Main Method: Task-Based Language Teaching (TBLT)

Stage 1 : Pre-task

- Introducing topic
- Activating background knowledge
- Vocabulary preparation
- Providing examples

Stage 2 : Task Cycle

- Students complete meaningful communication tasks
- Students collaborate and exchange information
- Students perform speaking activities

Stage 3 : Language Focus

- Reflection
- Vocabulary improvement
- Fluency and accuracy
- Comprehension

Additional Methods

- Cooperative Learning
- Communicative Language Teaching
- Discussion
- Peer Assessment

F. Learning Objectives

Narrative Text

- Identify social function, generic structure, and language features.
- Retell narrative texts orally.
- Express moral values and ideas from stories.

Argumentative Text

- Identify thesis, arguments, and conclusion.
- Express opinions with supporting reasons.
- Participate in discussion and debate activities.

G. Teaching Materials

Narrative Text

- Social Function: To entertain and convey moral messages.
- Generic Structure: Orientation, Complication, Resolution, and Coda.
- Language Features: Simple past tense, Action verbs, Time conjunctions, and Direct speech.

Argumentative Text

- Social Function: To persuade audiences through logical arguments.
- Generic Structure: Thesis, Arguments, and Reiteration.
- Language Features: Present tense, Modal verbs, Opinion expressions, and Linking words.

H. Lesson Plan Sequence

Meeting 1 : Introduction to Narrative Text

- Pre-task: Students discuss legends and vocabulary.
- Task: Students analyze story structure using a story map.
- Post-task: Students retell a short story.

Meeting 2 : Narrative Storytelling Task

Students select a narrative story, prepare an outline, practice pronunciation, and perform storytelling.

Meeting 3 : Introduction to Argumentative Text

Students identify issues, opinions, arguments, and supporting evidence.

Meeting 4 : Argumentative speaking Task

Students conduct a mini debate about a selected issue.

Meeting 5 : Integrated Speaking Project

Students perform storytelling and argumentative speaking activities.

Meeting 6 : Speaking Post-test

Students complete speaking performance assessment.

I. Student Worksheet (LKPD)

LKPD 1: Narrative Story Mapping Task

- Title
- Characters
- Setting
- Problem
- Solution
- Moral Value
- Task: Prepare an oral storytelling.

LKPD 2: Storytelling Preparation Sheet

- Opening
- Main Events
- Ending
- Useful Vocabulary
- Pronunciation Notes

LKPD 3: Argument Builder Worksheet

- Issue
- Position:
- Argument 1
- Evidence
- Argument 2
- Evidence
- Conclusion

LKPD 4: Debate Preparation Sheet

- Motion
- Team Position
- Main Arguments
- Counter Arguments

Speaking Assessment Rubric

Criteria	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
Fluency	Speaks smoothly and naturally with minimal hesitation. Ideas are expressed clearly and continuously.	Speaks fairly smoothly with occasional hesitation but communication remains effective.	Shows frequent hesitation and pauses that sometimes interrupt communication.	Has difficulty maintaining speech and produces very limited oral communication.
Accuracy	Uses grammatical structures accurately with very few errors. Errors do not affect communication.	Makes some grammatical errors, but the meaning remains clear.	Makes frequent grammatical errors that sometimes affect understanding.	Makes many grammatical errors that seriously interfere with communication.
Pronunciation	Pronunciation is clear and understandable with appropriate stress and intonation.	Minor pronunciation problems occur but meaning remains understandable.	Pronunciation problems sometimes make understanding difficult.	Pronunciation is unclear and significantly affects communication.
Vocabulary	Uses a wide range of appropriate vocabulary accurately and effectively.	Uses sufficient vocabulary with some limitations in word choice.	Uses limited vocabulary and sometimes struggles to express ideas.	Has very limited vocabulary and cannot express ideas effectively.
Comprehension	Understands questions or topics completely and responds appropriately.	Understands most questions and gives relevant responses.	Shows partial understanding and needs repetition or clarification.	Has difficulty understanding and responding appropriately.

J. Research Instruments Support

This module can be used as treatment material for experimental research. Supporting instruments:

1. Pre-test speaking task
2. TBLT treatment sessions
3. Post-test speaking task
4. Speaking performance rubric
5. Classroom observation checklist
6. Student reflection sheet

K. Teacher Reflection

1. What activities worked well?
2. What aspects need improvement
3. What challenges appeared during learning?
4. What follow-up action is needed?

L. Student Reflection

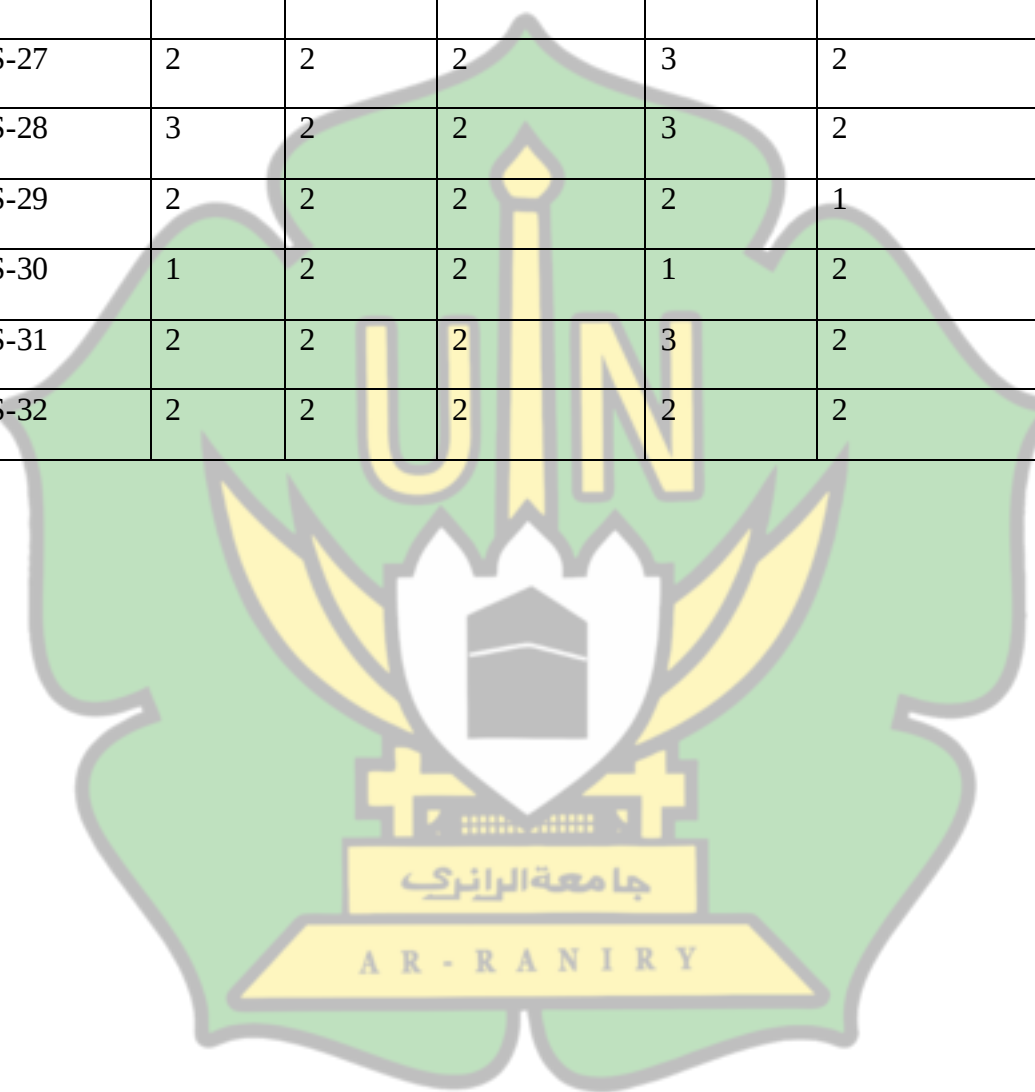
1. What did I learn from this activity?
2. What speaking skill improved?
3. What should I improve?
4. How did teamwork help my learning?

SPEAKING TEST (PRE-TEST AND POST-TEST)

Pre-test Scores

No	Participant	Fluency	Accuracy	Pronunciation	Vocabulari	Comprehension	Total
1.	S-1	1	2	2	1	2	8
2.	S-2	2	2	2	2	1	9
3.	S-3	2	2	2	2	2	10
4.	S-4	2	2	2	3	2	11
5.	S-5	3	2	3	3	3	14
6.	S-6	4	3	4	4	4	19
7.	S-7	1	2	2	1	2	8
8.	S-8	2	2	2	2	2	10
9.	S-9	2	2	2	2	2	10
10.	S-10	3	2	3	3	3	14
11.	S-11	2	2	2	2	3	11
12.	S-12	2	2	2	3	2	11
13.	S-13	3	3	3	3	2	14
14.	S-14	3	2	2	3	2	12
15.	S-15	2	2	2	2	1	9
16.	S-16	3	3	2	3	2	13
17.	S-17	2	2	2	2	1	9
18.	S-18	2	2	2	3	2	11
19.	S-19	3	2	2	3	2	12
20.	S-20	2	2	2	2	2	10
21.	S-21	1	2	2	1	1	7

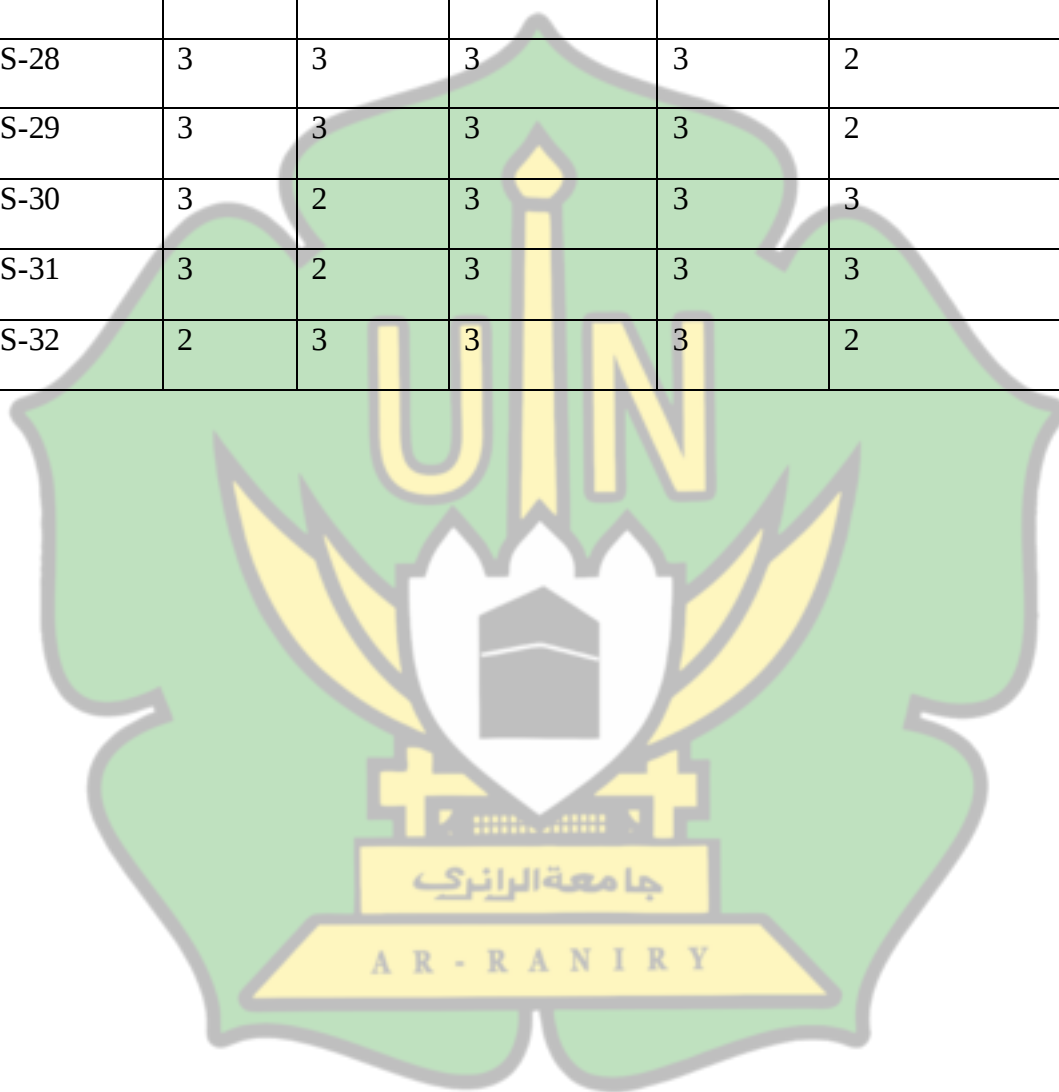
22.	S-22	2	2	2	2	2	10
23.	S-23	3	2	2	3	2	12
24.	S-24	1	2	2	1	2	8
25.	S-25	2	2	2	2	1	9
26.	S-26	2	2	2	2	2	10
27.	S-27	2	2	2	3	2	11
28.	S-28	3	2	2	3	2	12
29.	S-29	2	2	2	2	1	9
30.	S-30	1	2	2	1	2	8
31.	S-31	2	2	2	3	2	11
32.	S-32	2	2	2	2	2	10



Post-test scores

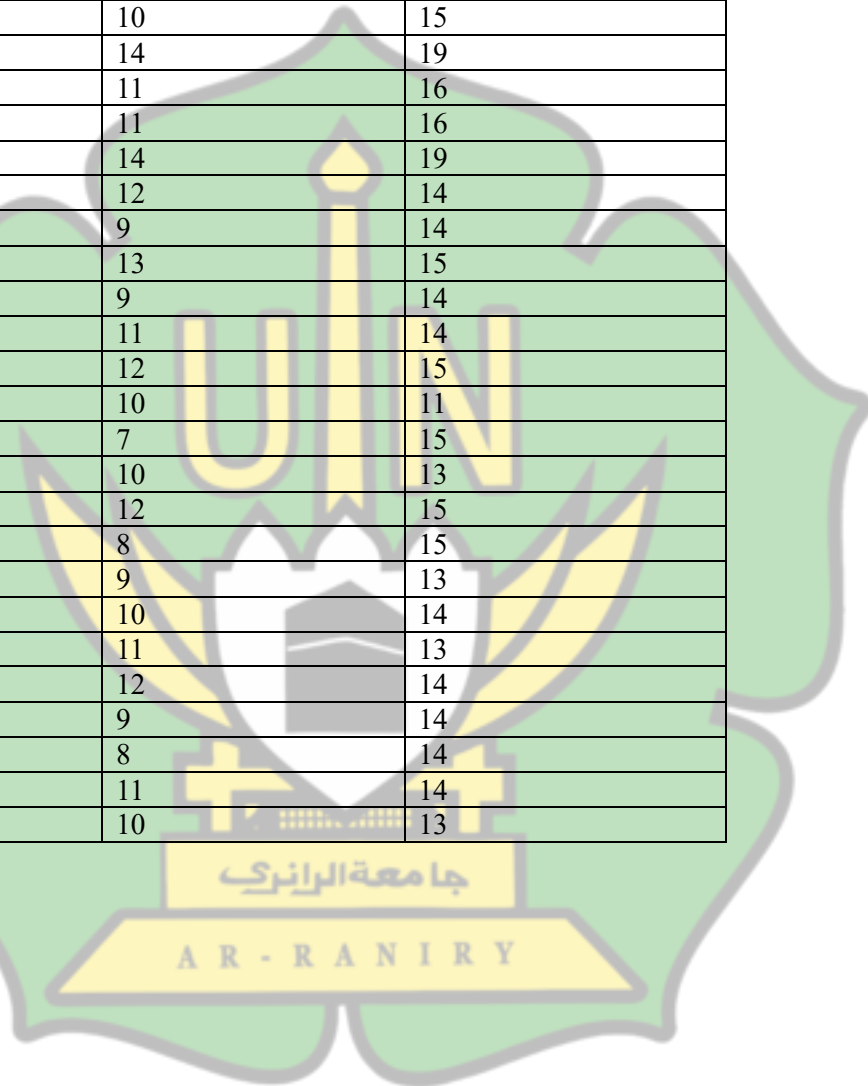
No	Participant	Fluency	Accuracy	Pronunciation	Vocabulari	Comprehension	Total
1.	S-1	3	2	3	3	3	14
2.	S-2	3	3	3	3	2	14
3.	S-3	3	3	2	3	3	14
4.	S-4	3	3	3	3	2	14
5.	S-5	4	3	4	4	3	18
6.	S-6	4	4	4	4	4	20
7.	S-7	3	2	3	3	3	14
8.	S-8	3	2	3	3	3	14
9.	S-9	3	3	3	3	3	15
10.	S-10	4	3	4	4	4	19
11.	S-11	3	3	3	3	4	16
12.	S-12	3	3	3	4	3	16
13.	S-13	4	4	4	4	3	19
14.	S-14	3	3	3	3	2	14
15.	S-15	3	2	3	3	3	14
16.	S-16	3	3	3	3	3	15
17.	S-17	3	3	3	3	2	14
18.	S-18	3	3	3	3	2	14
19.	S-19	3	3	3	3	3	15
20.	S-20	2	3	2	2	2	11
21.	S-21	3	3	3	3	3	15
22.	S-22	3	3	3	2	2	13

23.	S-23	3	3	3	3	3	15
24.	S-24	3	3	3	3	3	15
25.	S-25	2	3	3	3	2	13
26.	S-26	3	3	3	3	2	14
27.	S-27	2	3	3	3	2	13
28.	S-28	3	3	3	3	2	14
29.	S-29	3	3	3	3	2	14
30.	S-30	3	2	3	3	3	14
31.	S-31	3	2	3	3	3	14
32.	S-32	2	3	3	3	2	13



Output SPSS

No	Participant	Pre-test	Post-test
1	S-1	8	14
2	S-2	9	14
3	S-3	10	14
4	S-4	11	14
5	S-5	14	18
6	S-6	19	20
7	S-7	8	14
8	S-8	10	14
9	S-9	10	15
10	S-10	14	19
11	S-11	11	16
12	S-12	11	16
13	S-13	14	19
14	S-14	12	14
15	S-15	9	14
16	S-16	13	15
17	S-17	9	14
18	S-18	11	14
19	S-19	12	15
20	S-20	10	11
21	S-21	7	15
22	S-22	10	13
23	S-23	12	15
24	S-24	8	15
25	S-25	9	13
26	S-26	10	14
27	S-27	11	13
28	S-28	12	14
29	S-29	9	14
30	S-30	8	14
31	S-31	11	14
32	S-32	10	13





KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 673 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan :
- KESATU :
- Menunjuk Saudara:
Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
- Untuk membimbing Skripsi
- Nama : Chairi Usrina Putri
NIM : 220203012
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Task-Based Language Teaching (TBLT) Strategy on Improving Speaking Skills of EFL Learners
- KEDUA :
- KETIGA :
- KEEMPAT :
- KELIMA :

Ditetapkan di : Banda Aceh
Pada tanggal : 12 Juni 2026
Dekan,


Safrul Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.

