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The Benefits of Implementing Task-Based Learning in Speaking Class

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Abstrak

This article aims to provide some information regarding how task-based learning is implemented in a classroom. Due to the luck of language knowledge and confidence, some students are unable to speak in class by using English. Moreover, the students need to have motivation in order to speak confidently. Hence, task-based learning is suitable in order for them to interact by using English. By using task-based learning they can have some tasks such as turn taking, information gap activity, simulation, role play and drama. It is hoped that they feel motivated when implementing various tasks. The methods applied is to use some theories regarding task-based learning from various sources in order to provide the information in several steps that are 1) the focus and scope of the study were determined, 2) relevant literature was selected, organized, and synthesized, 3) the findings from the literature review were used to develop the analysis and arguments. The findings indicate that task-based learning 1) boots the students' motivation in speaking, 2) facilitates the student in speaking in which they feel comfortable and relax when leering speaking in class, and 3) enhances the students language skills in which they manage to learn in terms pf speaking, reading, listening and writing.

Kata Kunci: speaking skills, task-based learning.

A. Introduction

Grammar knowledge, vocabulary, pronunciation, fluency and comprehension are aspects in order for students to speak in appropriate way. The students may have speaking competency if they have adequate aspects of speaking (Made & Kamaruddin, 2025) (Safitri et al., 2020) (Silaban et al., 2025) (Purnami, 2024). However, most students are not confidence to use all aspects of speaking. They are afraid to make mistake (Leonita et al., 2023) (Sapari et., 2024) particularly in term of grammar and pronunciation. They keep using Bahasa to interact in speaking class and tend to memorize dialogs arranged before speaking. Moreover, they feel reluctant practicing speaking in class due to shyness and lack of exposure. In other words, the students are not motivated in learning speaking. The students need to practice every day. They need to be exposed to different speaking tasks in class in order to be able to speak in appropriate way. One of the ways to expose the student in speaking is by implementing task-based learning in class.

Task-based learning is designed in order for the students interact using the language they are learning in class. The students are provided with various tasks through different steps such as pre tsk, task cycle and language focus. The criteria of tasks are such as a) there is a gap in which the students may have some dialogs in term of answer and questions, 2) the primary focus in the meaning, 3) the students use their own linguistics sources in example the grammar and vocabulary knowledge and non-linguistics sources such body language, facial expression

ect, and 4) there has to be a communicative outcome in which the students may have some turn taking and role play activities (Ellis, 2024). According to Willis & Willis (2007) some tasks may have different purposes such as ordering and sorting, matching, comparing, listing problem solving, project and creative tasks and sharing personal experience. Ellis (2024) further proposes some types of tasks such as 1) Real-life task vs pedagogic tasks, 2) input-based task vs out-put based task, 3) closed vs open task, 4) here and now vs there and then tasks, 5) unfocused vs focused tasks, and 6) teacher generated vs teacher generated. The students may have their linguistics competency since this approach is provided with a step which is called language focus. The teacher can provide the students with some exercise regarding the target language the they learn in class.

Some works regarding the implementation of task-based learning have results in positive findings. The implementation of task- based results positive in which the students improve their speaking skills after being provide with a practical and interactive environment as they reduces anxiety and increase confidence when changed the way they learned from whole class presentation into small group activity doing gallery walk (Nurhadi et., 2024). Task-based learning is considered effective in teaching writing in which the students managed to overcome their difficulties in terms of idea development, grammar and text organization (Oktavia et al., 2025). The usage for technology-mediated TBLT influenced the students' speaking and writing skill as it impacted on the students' enthusiasm, interaction, and engagement in learning English (Haerudin et al., 2024).

Literature Review

1. Teaching Speaking Skills

Speaking is an interactive meaning-making process involving producing, receiving, and processing information. Meaning-making can be understood as the purpose of speaking, where each party in the interaction understands the intent of the conversation. Interaction involves collaborative exchange of thoughts and feelings between two or more people and has mutual effects (Brown, 2000). Interaction in language learning can also be strengthened through peer-based collaborative activities such as peer assessment in group-oriented classrooms. Pair or group interaction provides meaningful opportunities for learners to develop speaking ability through collaborative discussion activities. E-collaborative learning environments facilitate meaningful interaction and significantly enhance students' critical thinking and higher-order thinking skills. As speaking is an interactive process carried out directly using specific patterns and grammar influenced by the involved parties, speaking purpose, topic, location, and other factors. Hence, when speaking, speakers need to master language knowledge such as vocabulary, sound systems, word stress, intonation, rhythm, language functions, as well as kinesthetic and semiotic aspects to avoid speech delays and broken communication during interaction.

Speaking instruction encompasses multiple categories: imitative, intensive, responsive, transactional, interpersonal, extensive, and interaction-based (Brown, 2000). Educators can adapt these categories to enrich students' language knowledge and speaking experience, using appropriate methods and techniques to implement them. Hence, methods are concrete activities used to implement pre-planned strategies or plans to achieve learning objectives. While techniques/activities are components of learning procedures, taking the form of exercises or tasks to complete objectives. Techniques/activities require minimal instructor control, focus on meaning, and involve physical engagement such as games and discussions (Richard, 2008). Tasks also involve limited control but require students to use language input as scaffolding.

Different speaking categories can be implemented through varied methods and techniques, for instance in order to teach responsive speaking (short, authentic, information-seeking responses), while instructors can use turn-taking activities, for transactional speaking (information exchange such as phone calls, asking for directions, shopping, or ordering food), methods like information gap, role-play, simulation, and mini-drama are suitable. The use of diverse methods and techniques can enhance students' speaking skills particularly in proper language use and provide rich learning experiences. The speaking instruction methods adaptable for classroom use are such a turn-taking, information gap activity, simulation, role play, storytelling and drama. One-way foreign language speakers learn to manage conversations is through turn-taking (Bygate, 2009). Turn-taking functions as a strategy used by interlocutors or speakers during interaction (Saraswati & Hamsia, 2017). It is a rule for organizing conversation, where participants take turns speaking when it is their turn (Armansyah et al., 2018). Participants in this case, students can ask questions using simple sentences and phrases,

and provide short answers. When practicing turn-taking, students ask questions and give brief responses, even using simple prompts like *And you*? (Harmer, 2007). Brief responses in spoken interaction often function as communicative signals to maintain conversational flow and support mutual understanding.

There are several types of turn-taking: (1) speaker's selection, where the speaker chooses who will speak next; (2) speaker's self-choice, where a participant takes the initiative to answer another's question; and (3) speaker's determination, where the participant understands when it is their turn to speak (Saraswati & Hamsia, 2017). Turn-taking activities can be implemented using varied techniques, such as incorporating physical movement into games to make the experience enjoyable.

2. Information-Gap Activity

The principle underlying the information-gap method is that in real life, differences or gaps often exist when people communicate, as not everyone has the same information. Thus, this method helps students practice speaking in a way that mirrors real-world communication. Information-gap activities are done by students in pairs, where they mutually fill in missing or unknown information for each other (Bygate, 2009). There is an information difference or gap between the two students, and neither is aware of what the other knows.

Information-gap activities can be expanded to include giving instructions, descriptions, making comparisons, and storytelling (Bygate, 2009). Materials for these activities can be selected and modified to help students speak using correct language aspects. For example, students may narrate the life of a famous public figure using different verb tenses. They can be supported with time signals placed at the beginning or end of sentences, then asked to create their own correct sentences to complete incomplete stories by reading them aloud in turns. Students can practice pronouncing words and sentences correctly alternately, while paying attention to intonation and word stress.

3. Simulation

Another speaking method suitable for the classroom is simulation. Simulations involve decision-making, where students work in groups to play themselves or social roles in society (Bygate, 2009). Unlike formal performances, simulations take place in natural settings such as the classroom itself. They can focus on a single type of interaction for example, meeting participants or job interview scenarios or include multiple different interactions. Harmer (2007) notes that if each student is assigned a distinct role, the activity can be called a role-play. He adds that both simulations and role-plays help improve students' speaking fluency and train them to communicate for specific purposes.

Simulations are divided into three stages: first, providing participants with information on the topic; second, discussing problem-solving approaches; and third, reaching a solution or providing recommendations (Bygate, 2009). Simulations work well when instructors start by introducing context relevant to students' experiences for instance, if the topic is education in a particular country, they can share facts about the education system there. The students may be given reading materials, listen to sample conversations, or view images related to the topic. Simulations can be adapted to match students' language proficiency levels.

4. Role-Play

Role-play is a teaching method originating from psychodrama education, which requires commitment and interest from participants (Rojas & Villafuerte, 2018). It contributes positively to developing students' speaking abilities by having them actively perform authentic communication tasks (Rojas & Villafuerte, 2018). In role-plays, students act as performers taking on specific roles, speaking spontaneously to one another and creating interactions. When preparing for role-plays, students can choose the vocabulary and expressions they need for their dialogue (Rojas & Villafuerte, 2018). Thus, role-play can improve speaking fluency, interaction, and motivation, while fostering shared responsibility between students and instructors.

5. Storytelling

Storytelling and retelling activities provide meaningful contexts for language use and support the development of learners' comprehension and expressive abilities in English language learning. The researchers highlight three aspects to consider when implementing storytelling: content, language, and delivery. For content, students need to distinguish between main and supporting ideas, and understand whether the story is sequential. In other words, they must have a solid grasp of the narrative even if they are not yet fluent in telling it instructors should ensure the content matches students' proficiency levels. For language, students need to be equipped with grammar and vocabulary knowledge, plus practice using

them in storytelling. For delivery, instructors must consider students' mental readiness, as confident storytelling requires extensive practice. Good lesson planning and adequate instructor knowledge of story topics and teaching techniques are essential.

6. Drama

The integration of short plays and drama in EFL classrooms has been shown to enhance the students' engagement and language development across psychological, instrumental, and pedagogical dimensions, indicating their effectiveness as creative language teaching methods. It creates a learning environment where students explore context, use imagination, and respond spontaneously. To speak fluently, students need to engage in speaking performances where they feel natural using language aspects, rather than simply acting.

Drama-based pedagogy, particularly process drama, has been shown to exert a significant and positive impact on EFL learning by enhancing language skills, learning outcomes, and meaningful communicative engagement, highlighting its role as a comprehensive approach to language development rather than merely a performance activity. Before performing, the students write dialogues, read them with correct intonation, stress, and pronunciation, then practice conversing and listening to their partners as in real-world situations. They practice using target language structures and adapting their speech for different purposes. Physical movement during interactions makes communication more meaningful, giving students opportunities to improve both speaking and overall communication skills. Students feel more comfortable speaking because they work in groups and portray characters, which boosts their motivation. Drama-based learning activities also contribute to a supportive and engaging classroom environment that reduces speaking anxiety and promotes active participation.

Implementing Task-Based Learning

Task-Based Learning (TBL) is considered appropriate for speaking instruction because it places communication and task completion as the central focus of learning. Through meaningful tasks, learners are encouraged to express ideas, exchange information, and collaborate with peers to achieve specific outcomes, which directly reflects the nature of spoken communication. In the Indonesian EFL context, recent research published in SINTA-indexed journals also confirms the positive relationship between task-based learning and speaking development. Task-based speaking activities significantly improve students' speaking performance and confidence by providing opportunities for interaction and meaningful language use. These findings suggest that Task-Based Learning is not only theoretically aligned with the characteristics of speaking skills, but also empirically effective in enhancing students' oral communication abilities. Therefore, integrating Task-Based Learning into speaking instruction is pedagogically justified and relevant for improving students' speaking skills.

Task-based learning (TBL) or usually called Task-based language teaching (TBLT) is a strategy used in the learning process that focuses on meaningful tasks. In task-based lessons, students are not only completing language exercises about grammar or vocabulary, but they also solve a task that involves authentic language use. Teachers can also guide students to apply metacognitive techniques such as self-reflection and goal-setting to strengthen learning awareness. The implementation of TBLT follows the common instructional framework that places meaningful communication as the priority, but still provides space for attention to language form through a language focus stage after task performance (Ellis, 2024) such as

1. **Pre-task**

   In the pre-task, the teacher introduces the topic and clarifies the communicative goal, the expected outcome, and the steps learners need to follow. The teacher may provide short input, activate relevant vocabulary, and model how the task can be completed. This phase also includes clear instructions, grouping (pairs/small groups), and brief planning time so students understand expectations and feel prepared to perform the task.

2. **Task cycle**

   In the task cycle, students perform the task in pairs or small groups using their existing linguistic resources to communicate meaningfully. The main emphasis is fluency and meaning negotiation while completing the task, while the teacher monitors and supports interaction without interrupting communication too frequently. Depending on the task design, students can also present or report their task outcome to the class, which strengthens their speaking practice and interactional competence.

3. **Language Focus**

   Language focus is the stage where the class briefly shifts attention to language forms that emerged from the task, so learners do not only become fluent but also improve accuracy

over time. In TBLT, this focus on form is ideally based on learners' real language use during the task (e.g., recurring grammar issues, useful expressions, or pronunciation problems noticed by the teacher), not isolated drilling that is disconnected from communication. This is consistent with the task cycle view that includes a language focus component after task completion, where the students analyze language features and then practice them in a short-targeted way to support development. In speaking classes, language focus can be done through simple classroom techniques such as highlighting useful phrases from students' task output, correcting key errors that affect clarity, providing brief explanation of patterns (e.g., past tense forms, question formation, or functional expressions for agreeing/disagreeing), and conducting short controlled practice. This stage can also include feedback activities that help learners notice and repair their language, so they gradually improve accuracy while still maintaining the communicative spirit of TBLT (Ellis, 2024). Therefore, language focus functions as a bridge between meaning-focused communication and form-focused support, ensuring that learners gain both speaking confidence and better language quality across repeated task cycles.

B. Method

This article is regarding conceptual review article. A conceptual review is defined as "a thoughtful synthesis of and reflection upon existing research in a specific domain" (Maulana, 2021). It gathers, evaluates, and integrates existing literature—including theories and empirical findings within a defined field and scope—to identify key insights, and research gaps. The outcomes of a conceptual review can be used to refine, reconceptualize, or even reshape how we understand the social phenomena under investigation.

In this article, the author compiled, synthesized, and evaluated existing literature on the application of task-based language learning in Indonesia in order to identify its core advantages. This review aims to highlight the viability, adaptability, and potential benefits of using task-based learning in English language instruction in Indonesia so that teachers may implement this approach to enhance Indonesian students speaking skills. This review was conducted in several stages: first, the focus and scope of the study were determined; second, relevant literature was selected, organized, and synthesized; third, the findings from the literature review were used to develop the analysis and arguments.

C. Results and Discussion

Task-based learning motivates the students in speaking English

Motivation is a tool to be success particularly in learning language. Some students may have motivation in order to learn language. However, they have some problems regarding how to learn particularly in term of speaking. Hence, the students need to be trained in learning language by using task-based learning. Works regarding task-based learning and the impacts on students' motivation have been conducted by several researchers. According to Lee (2025) motivation is built in accordance the effectiveness of implementing task based learning in class in order to enhance language improvement. Motivated learner will perform the tasks better compared with unmotivated one (Ulla, 2020). Motivation can be built by providing the students with well structure tasks in order for them to have opportunity to negotiate meaning, to work together and to use real world language (Díaz et al., 2023). The students may have some feeling of eagerness in doing the tasks provided so that they maintain the learning proses happily (Amalia & Ramdhani, 2019). Some students that might have problems with anxiety can increase their motivation after being provided with tasks during the implementation of task based learning in class (Ismail et al., 2023).

Task-based learning facilitates the students in learning speaking

To learn speaking in class is challenging for some students. They need to be facilitated in order to speak with confidence by using task-based learning. Task-based learning focus meaningful task completion instead of grammar lesson which create conducive environment for the students to learn in class and promotes willingness to speak (Ruswandi et al., 2025). Moreover, the students are facilitated in learning since they can interact and collaborate when completing the tasks (Prianty et al., 2022). Task repetition helps the students to maintain and to evaluate the learning process (Safitri et al., 2020). In other words, task-based learning facilitates the students in leaning.

Task-based learning enhance the student's language skills

Language skills are learnt in term of 4 kinds that are listening, reading, speaking and writing. All skills need to be practice in order to master the language used. The students may have some practice in term of dialog, turn taking activity, role play, and drama during listening and speaking sessions. While they may have some task-based projects in pair and group works during reading and writing session. The students need to read some material in order to write an argumentative essay.

Some works regarding the use of task-based learning to enhance the students' speaking have been conducted in many ways. Safitri et al., (2020) found that by implementing task based learning the students improved their speaking skills since they carried out various tasks such as turn-taking, role play, and drama. Safitri et al., (2020) further explain that the students can be provided listening task at the pre-task cycle in order to provide them with some vocabulary and initial knowledge regarding the topic that they are going to learn. They may have some tasks repetition in order to be familiar with the topic learnt (Gunawan, 2025). While some work regarding the use of task based to enhance the student's reading skill conducted by Sukardi et al., (2024) show that the students were facilitated in analyzing narrative text and getting detail information as well. It' s a bit difference with speaking and reading, some strategies need to be applied when implementing task based during listening session. According to Lase et al ., (2025) to enhance the students listening skills, the teacher may apply some strategies such as to listen attentively, to provide appropriate responses, and to interact among peers. While in implementing task based learning in writing session, teacher may have some pictures series as one of strategy in writing recount text (Sumini et al., 2019).

D. Conclusion

To gather all aspects informed including the benefits together with some theorists applied, this conceptual article aims to provide some information regarding how task-based learning is implemented in a classroom. Due to the luck of language knowledge and confidence, some students may be unable to speak in class by using English. Hence, task-based learning is suitable in order for them to interact by using English. Moreover, the students need to have motivation in order to speak confidently. Hence, they are required to learn with different phases such as pre-task, task cycle and language focus. Some criteria may be arranged in accordance with what the students have to apply such as to know what the target language is, to differentiate some knowledge that they need to know and to learn vocabulary and to practice their language skills in different ways. By using task-based learning they can have some tasks such as turn taking, information gap activity, simulation, role play and drama. It is hoped that they will feel motivated when implementing various tasks. The findings indicate that task-based learning may 1) boot the students' motivation in speaking, 2) facilitate the student in speaking in which they feel comfortable and relax when leering speaking in class, and 3) enhance the students language skills in which they manage to learn in terms of speaking, reading, listening and writing.

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