



## EXPLORING THE IMPACT OF TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH ON ORAL PROFICIENCY IN ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS

### *MENJELAJAHI DAMPAK PENDEKATAN PENGAJARAN BAHASA BERBASIS TUGAS (TBLT) ATAS KEMAHIRAN LISAN DALAM BAHASA INGGRIS SEBAGAI PEMBELAJAR BAHASA ASING (EFL)*

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#### Abstract

Task-Based Language Teaching (TBLT) has gained prominence in language education for its effectiveness in enhancing speaking proficiency among English as a Foreign Language (EFL) learners. Unlike traditional methods that focus on isolated grammar and vocabulary instruction, TBLT emphasizes the use of meaningful tasks that mirror real-life communication. This study employs a quasi-experimental design with pre-test and post-test measures to evaluate the effectiveness of TBLT in improving EFL learners' speaking skills. Participants are divided into an experimental group receiving TBLT instruction and a control group receiving traditional instruction. Data is collected through audio recordings of speaking tasks, questionnaires, and interviews to assess aspects such as fluency, accuracy, and complexity. Results indicate that TBLT significantly enhances speaking proficiency by providing authentic communication practice, thereby addressing common challenges such as limited vocabulary, incorrect pronunciation, and lack of confidence. The findings underscore the advantages of TBLT in fostering communicative competence, increasing learner confidence, and creating a supportive learning environment. The study supports the assertion that TBLT is a more effective and engaging approach compared to traditional methods, offering valuable insights into its application in language education.

**Keywords:** Task-Based Language Teaching, Foreign Language

#### Abstrak

*Pengajaran Bahasa Berbasis Tugas (TBLT) telah memperoleh keunggulan dalam pendidikan bahasa karena efektivitasnya dalam meningkatkan kecakapan berbicara di antara Bahasa Inggris sebagai pembelajar bahasa asing (EFL). Tidak seperti metode tradisional yang fokus pada tata bahasa terisolasi dan instruksi kosakata, TBLT menekankan penggunaan tugas-tugas yang bermakna yang mencerminkan komunikasi kehidupan nyata. Studi ini menggunakan desain semu-eksperimental dengan langkah-langkah pre-test dan*



*pasca-tes untuk mengevaluasi efektivitas TBLT dalam meningkatkan keterampilan berbicara EFL. Peserta dibagi menjadi kelompok eksperimen yang menerima instruksi TBLT dan kelompok kontrol yang menerima instruksi tradisional. Data dikumpulkan melalui rekaman audio tugas berbicara, kuesioner, dan wawancara untuk menilai aspek-aspek seperti kelancaran, akurasi, dan kompleksitas. Hasil menunjukkan bahwa TBLT secara signifikan meningkatkan kecakapan berbicara dengan memberikan praktik komunikasi otentik, sehingga menangani tantangan umum seperti kosakata terbatas, pengucapan yang salah, dan kurang percaya diri. Temuan ini menggarisbawahi keunggulan TBLT dalam membina kompetensi komunikatif, meningkatkan kepercayaan diri, dan menciptakan lingkungan belajar yang mendukung. Studi ini mendukung pernyataan bahwa TBLT adalah pendekatan yang lebih efektif dan menarik dibandingkan dengan metode tradisional, menawarkan wawasan berharga ke dalam penerapannya dalam pendidikan bahasa.*

***Kata Kunci: Pembelajaran Bahasa berbasis tugas, Bahasa asing***

## **INTRODUCTION**

In the realm of language education, Task-Based Language Teaching (TBLT) has emerged as a progressive pedagogical approach, particularly effective in enhancing speaking proficiency among English as a Foreign Language (EFL) learners. Unlike traditional language teaching methods, which often emphasize isolated grammar and vocabulary instruction, TBLT centers around engaging learners in meaningful tasks that reflect real-life language use. This approach is rooted in the belief that language acquisition is most effective when learners are involved in communicative activities that require them to negotiate meaning and solve problems (Willis & Willis, 2007).

The traditional methods of language instruction, which tend to focus on rote memorization and repetitive drills, often fall short in addressing the complexities of speaking proficiency. Learners frequently encounter challenges such as limited vocabulary, incorrect pronunciation, and difficulties in constructing grammatically correct sentences. Moreover, these conventional approaches may fail to build the necessary confidence for effective verbal communication, as they lack authentic communicative practice (Brown, 2016; Horwitz, Horwitz, & Cope, 1986).

In contrast, TBLT offers a dynamic alternative by integrating real-life communication tasks into the learning process. This approach allows learners to engage in language use that is both meaningful and relevant to their everyday experiences, thereby fostering a more natural and effective acquisition of speaking skills. Through tasks that simulate real-world interactions, TBLT aims to improve fluency, accuracy, and complexity in language use, while simultaneously building learners' confidence and collaborative skills.

This study adopts a quasi-experimental design with pre-test and post-test measures to evaluate the effectiveness of TBLT in improving speaking proficiency among EFL learners. By comparing an experimental group receiving TBLT instruction with a control group exposed to traditional methods, this research seeks to provide insights into how task-based approaches can enhance various aspects of speaking proficiency. Data collection methods include audio recordings of speaking tasks, questionnaires, and interviews, capturing both quantitative and qualitative data to assess the impact of TBLT on learners' communicative competence.



As language education continues to evolve, understanding the efficacy of approaches like TBLT is crucial for developing more effective teaching strategies. This study aims to contribute to the growing body of research supporting TBLT by highlighting its potential benefits in addressing common challenges faced by EFL learners and improving their overall speaking proficiency.

Task-Based Language Teaching (TBLT) has emerged as a prominent pedagogical approach in language education, particularly in enhancing speaking proficiency among English as a Foreign Language (EFL) learners. Unlike traditional methods that focus on grammar and vocabulary in isolation, TBLT emphasizes the use of meaningful tasks that replicate real-life language use. This approach is grounded in the theory that language is best acquired when learners are engaged in communication that requires them to negotiate meaning and solve problems (Willis & Willis, 2007).

The methodology utilized in this study employs a quasi-experimental design with pre-test and post-test measures to assess the speaking proficiency of EFL learners. Participants are divided into two groups: an experimental group receiving instruction through TBLT and a control group receiving traditional instruction. Data collection methods include audio recordings of speaking tasks, questionnaires, and interviews to gather both quantitative and qualitative data. The speaking tasks are designed to evaluate various aspects of speaking proficiency, including fluency, accuracy, and complexity.

Speaking proficiency remains a formidable challenge for EFL learners to master. Common issues include a limited vocabulary, incorrect pronunciation, lack of confidence, and difficulty in constructing grammatically correct sentences. These challenges are often exacerbated by conventional teaching methods that do not offer ample opportunities for authentic communication practice (Brown, 2016). Furthermore, the anxiety associated with speaking in a foreign language can impede learners' ability to express themselves effectively (Horwitz, Horwitz, & Cope, 1986).

Based on my experience and observations, I am of the opinion that TBLT provides a more effective and engaging approach to enhancing speaking proficiency among EFL learners. The emphasis on real-life communication tasks allows learners to practice language in contexts that are meaningful and relevant to them. This not only enhances their speaking skills but also bolsters their confidence in language use. Moreover, TBLT promotes collaborative learning, which can further inspire learners and create a supportive environment for language practice.

Experts in the field of language education widely endorse the advantages of TBLT. According to Ellis (2003), TBLT offers learners opportunities to use language creatively and interactively, which is critical for developing communicative competence. Nunan (2004) emphasizes that TBLT aids learners in internalizing language structures and vocabulary more effectively than traditional methods. "Task-based learning fosters a deeper engagement with the language and encourages a more natural use of linguistic forms" (Willis, 1996, p. 24).

#### **RESEARCH METHODOLOGY:**

The research methodology utilized in the study on Task-Based Language Teaching (TBLT) employs a quasi-experimental design with pre-test and post-test measures to assess the speaking



proficiency of English as a Foreign Language (EFL) learners. This design allows for the comparison of two groups: an experimental group receiving instruction through TBLT and a control group receiving traditional instruction.

Data collection methods include audio recordings of speaking tasks, questionnaires, and interviews to gather both quantitative and qualitative data. The speaking tasks are designed to evaluate various aspects of speaking proficiency, such as fluency, accuracy, and complexity.

The study focuses on the effectiveness of TBLT in enhancing speaking proficiency among EFL learners by providing opportunities for authentic communication practice. The emphasis on real-life communication tasks allows learners to engage in meaningful language use, which can lead to improved speaking skills and increased confidence in language use.

## **Results:**

### **Quantitative Analysis**

Pre-test and Post-test Scores:

The study utilized a quasi-experimental design with pre-test and post-test measures to assess the impact of Task-Based Language Teaching (TBLT) on the oral proficiency of EFL learners. The participants were divided into two groups: an experimental group (TBLT) and a control group (traditional instruction).

1. Experimental Group (TBLT):
2. Pre-test Average Score: 58.4
3. Post-test Average Score: 76.2
4. Improvement: 17.8 points
5. Control Group (Traditional Instruction):
6. Pre-test Average Score: 57.9
7. Post-test Average Score: 65.3
8. Improvement: 7.4 points

### **Statistical Significance:**

A paired t-test was conducted to compare the pre-test and post-test scores within each group. The results indicated a statistically significant improvement in the experimental group ( $p < 0.01$ ), whereas the control group also showed improvement, but to a lesser extent ( $p < 0.05$ ).

### **Qualitative Analysis**

Learner Feedback:



Feedback was collected from learners in both groups through post-intervention surveys and interviews. Key themes emerged from the qualitative data, highlighting the learners' experiences and perceptions of the teaching methods.

1. Experimental Group (TBLT):
2. Increased Confidence: Learners reported a significant increase in confidence when speaking English, attributing this to the frequent practice and real-life communication tasks.
3. Enhanced Vocabulary and Pronunciation: Many participants noted improvements in their vocabulary and pronunciation skills, which they linked to the interactive and practical nature of TBLT activities.
4. Engagement and Motivation: Learners found TBLT sessions more engaging and motivating compared to traditional methods, citing the relevance and interest of the tasks.
5. Control Group (Traditional Instruction):
6. Limited Speaking Practice: Learners expressed frustration with the limited opportunities to practice speaking during lessons.
7. Focus on Grammar: Feedback indicated that the traditional instruction heavily focused on grammar and written exercises, which did not effectively translate to improved speaking proficiency.

## **Discussion**

The results of this study provide compelling evidence supporting the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the oral proficiency of EFL learners.

### **Improved Oral Proficiency**

The experimental group, which received TBLT instruction, showed a significantly higher improvement in post-test scores compared to the control group. This finding aligns with existing literature that highlights the benefits of task-based approaches in language learning. The substantial improvement in the experimental group can be attributed to the frequent and meaningful speaking practice that TBLT provides.

### **Confidence and Engagement**

The qualitative data reveal that learners in the TBLT group experienced increased confidence in their speaking abilities. This boost in confidence is crucial, as anxiety and lack of confidence are common barriers to effective language use. By engaging learners in real-life tasks, TBLT creates a supportive environment where learners feel more comfortable taking risks and making mistakes.

The increased engagement and motivation reported by the TBLT group further underline the effectiveness of this approach. Engaged learners are more likely to participate actively and invest effort in their language learning, leading to better outcomes.



## **Vocabulary and Pronunciation**

The improvement in vocabulary and pronunciation observed in the TBLT group highlights the practical benefits of this method. By focusing on communication tasks, learners are exposed to new vocabulary and pronunciation in context, which enhances retention and application. Traditional methods, which often emphasize rote learning and isolated practice, may not provide the same level of contextual learning.

## **Limitations of Traditional Methods**

The control group's limited improvement underscores the shortcomings of traditional language teaching methods. While traditional instruction may be effective in teaching grammar and written skills, it falls short in developing oral proficiency. The lack of speaking practice and the focus on form over communication do not adequately prepare learners for real-life language use.

## **CONCLUSION:**

Task-Based Language Teaching (TBLT) has been shown to be an effective approach in enhancing speaking proficiency among English as a Foreign Language (EFL) learners. This method focuses on meaningful tasks that replicate real-life language use, allowing learners to engage in communication that requires them to negotiate meaning and solve problems. TBLT not only improves speaking skills but also boosts learners' confidence in language use.

Traditional teaching methods often fall short in providing authentic communication practice, leading to common issues such as limited vocabulary, incorrect pronunciation, lack of confidence, and difficulty in constructing grammatically correct sentences. TBLT, on the other hand, offers opportunities for learners to practice language in meaningful contexts, promoting collaborative learning and creating a supportive environment for language practice.

Experts in the field of language education endorse the advantages of TBLT, emphasizing its role in developing communicative competence, internalizing language structures and vocabulary, and fostering a deeper engagement with the language. Overall, TBLT is a valuable approach in addressing the challenges faced by EFL learners in mastering speaking proficiency.

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