

THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING (TBLT) ON THE SPEAKING SKILLS OF EIGHTH GRADE STUDENTS AT SMP NEGERI PAUH

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas Task-Based Language Teaching (TBLT) terhadap kemampuan berbicara siswa kelas delapan di SMP Negeri Pauh. Penelitian ini menggunakan metode kuantitatif dengan desain quasi-experimental. Partisipan penelitian terdiri dari dua kelas dengan jumlah 52 siswa, di mana kelas VIII A sebagai kelas eksperimen dan kelas VIII B sebagai kelas kontrol. Kelas eksperimen diajar menggunakan Task-Based Language Teaching, sedangkan kelas kontrol menggunakan metode pembelajaran konvensional. Instrumen penelitian yang digunakan adalah tes berbicara yang diberikan melalui pre-test dan post-test. Data dianalisis menggunakan statistik deskriptif dan independent sample t-test. Hasil penelitian menunjukkan bahwa siswa pada kelas eksperimen mengalami peningkatan kemampuan berbicara yang lebih baik dibandingkan kelas kontrol. Hasil independent sample t-test menunjukkan bahwa nilai signifikansi sebesar 0,005 lebih kecil dari 0,05 ($0,005 < 0,05$). Hal ini menunjukkan bahwa terdapat perbedaan yang signifikan antara kemampuan berbicara siswa pada kelas eksperimen dan kelas kontrol. Oleh karena itu, dapat disimpulkan bahwa Task-Based Language Teaching (TBLT) efektif dalam meningkatkan kemampuan berbicara siswa di SMP Negeri Pauh.

Kata kunci: Task-Based Language Teaching, Kemampuan Berbicara, Pembelajaran Bahasa Inggris, Siswa EFL, Quasi-Experimental

Abstract

This study aimed to investigate the effectiveness of Task-Based Language Teaching (TBLT) on the speaking skills of eighth-grade students at SMP Negeri Pauh. The study employed a quantitative method using a quasi-experimental design. The participants of the study were two classes consisting of 52 students, where Class VIII A was assigned as the experimental group and Class VIII B as the control group. The experimental group was taught using Task-Based Language Teaching, while the control group received conventional teaching methods. The instrument used in this study was a speaking test administered through pre-test and post-test. The data were analyzed using descriptive statistics and an independent sample t-test. The findings showed that the students in the experimental class achieved better speaking improvement compared to the control class. The result of the independent sample t-test revealed that the significance value was 0.005, which was lower than 0.05 ($0.005 < 0.05$). This indicated that there was a significant difference between the speaking achievement of the experimental and control groups. Therefore, it can be concluded that Task-Based Language Teaching (TBLT) was effective in improving students' speaking skills at SMP Negeri Pauh.

Keywords: Task-Based Language Teaching, Speaking Skills, English Learning, EFL Students, Quasi-Experimental Study.

1. INTRODUCTION

English is one of the international languages that plays an important role in communication, education, technology, and social interaction. In Indonesia, English is taught as a foreign language from junior high school to university level (Qassrawi et al., 2024;

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Uljayeva, 2024). One of the important skills that students need to master in learning English is speaking. Speaking is considered essential because it allows students to communicate ideas, opinions, feelings, and information orally in everyday life. According to Brown and Lee (2015) speaking is a productive skill that requires learners to use language meaningfully and interactively in communication.

However, many students still face difficulties in speaking English, especially in EFL classrooms. Students often feel shy, afraid of making mistakes, lack confidence, and have limited vocabulary when speaking English. These problems make students reluctant to participate actively during speaking activities (Laia, 2023; Puripunyavanich, 2025; Nurilahi & Suhartono, 2022). In addition, students sometimes struggle with pronunciation and grammar, which affects their speaking performance. Harmer (2015) stated that speaking difficulties are commonly influenced by students' anxiety, lack of practice, and limited opportunities to communicate in the target language.

Based on preliminary observation conducted at SMP Negeri Pauh, many eighth-grade students still have low speaking ability. Most students are not confident when speaking English in front of the class. They tend to remain silent because they are afraid of making grammatical and pronunciation mistakes. Furthermore, classroom learning activities are often dominated by teacher explanations and textbook exercises, causing students to have limited opportunities to practice speaking actively (Puspitasari, 2020; Hermansyah et al., 2021; Tuspekova et al., 2020).

According to Syafutri (2026), students' low speaking achievement is influenced by the lack of communicative classroom activities that encourage students to use English actively. Their study explained that students need meaningful interaction and communicative practice to improve speaking skills effectively. Similarly, Cholifah (2017) stated that communicative tasks can improve students' speaking performance because students become more involved in classroom interaction and discussion activities.

To solve these problems, teachers need to apply appropriate teaching approaches that can encourage students to participate actively in communication. One of the approaches that can be implemented in teaching speaking is Task-Based Language Teaching (TBLT). TBLT is an approach that focuses on the use of meaningful tasks in the learning process. Through tasks such as dialogues, role plays, discussions, picture descriptions, and problem-solving activities, students are encouraged to use English naturally to achieve communicative goals.

Ellis et al. (2019) explained that Task-Based Language Teaching emphasizes meaningful communication through the completion of tasks rather than memorization of language forms. Likewise, Willis (2016) stated that task-based activities provide opportunities for learners to use language meaningfully in realistic situations. Through TBLT, students become more active in using English because they focus on completing tasks collaboratively with their classmates.

Several previous studies have shown that TBLT is effective in improving students' speaking skills. Albino (2017) found that task-based activities significantly improved students' speaking fluency and confidence because learners were actively involved in communicative interaction. Panduwangi and Terbuka (2021) also reported that students taught using TBLT showed better speaking achievement and classroom participation compared to students taught using conventional methods. In addition, Luh and Unix (2024) emphasized that collaborative speaking activities can reduce students' anxiety and increase confidence in expressing ideas orally.

Another study conducted by Uge et al. (2026) revealed that active learning strategies in speaking classrooms help students become more motivated and engaged during English

learning activities. Furthermore, Syafutri (2026) explained that Task-Based Language Teaching creates meaningful learning experiences because students use English directly in communication activities rather than only studying grammar theoretically.

Based on the explanation above, Task-Based Language Teaching is considered an appropriate approach to improve students' speaking skills because it encourages active participation, meaningful interaction, and communicative practice. Therefore, the researcher is interested in conducting a study entitled **"The Effectiveness of Task-Based Language Teaching (TBLT) on the Speaking Skills of Eighth Grade Students at SMP Negeri Pauh"**. This study aims to investigate whether Task-Based Language Teaching can effectively improve students' English speaking skills.

2. METHOD

2.1 Research Design

This study employed a quantitative research method using a quasi-experimental design to investigate the effectiveness of Task-Based Language Teaching (TBLT) on students' English speaking skills. The quasi-experimental design was chosen because it allows the researcher to compare the speaking achievement of students who receive different teaching treatments in the classroom setting. According to Creswell and Creswell (2018), quasi-experimental research is appropriate for educational studies because it enables researchers to examine the effect of a treatment on participants without random assignment.

2.2 Research Setting and Participants

The research was conducted at SMP Negeri Pauh. The participants of this study were eighth-grade students. Two classes were selected as the research sample. Class VIII A was assigned as the experimental group, while Class VIII B served as the control group. Each class consisted of approximately 26 students.

2.3 Sampling Technique

The sampling technique used in this study was purposive sampling. Sugiyono (2021) explained that purposive sampling is a sampling technique based on certain considerations related to the objectives of the research. The researcher selected the classes based on the students' English proficiency level and classroom characteristics. The experimental group was taught using Task-Based Language Teaching, while the control group received conventional teaching methods commonly used in the classroom.

2.4 Research Instrument

The instrument used in this study was a speaking test administered in the form of pre-test and post-test. The pre-test was conducted before the treatment to determine students' initial speaking ability, while the post-test was conducted after the treatment to measure students' improvement in speaking skills. According to Brown and Abeywickrama (2019), speaking assessment should evaluate learners' ability to communicate meaningfully and appropriately in oral interaction.

In the speaking test, students were asked to perform several speaking activities such as short dialogues, role plays, picture descriptions, and simple daily conversations. These speaking tasks were designed based on the principles of Task-Based Language Teaching which emphasize meaningful communication and real-life interaction. Ellis et al. (2019) stated that tasks in TBLT should encourage learners to use language communicatively to achieve specific goals. Similarly, Willis (2016) explained that task-based activities help

learners develop speaking fluency through meaningful language use rather than memorization of grammatical forms.

2.5 Research Procedure

The treatment was conducted over several meetings. In the experimental class, the researcher implemented the three stages of TBLT, namely pre-task, task cycle, and post-task activities.

1) Pre-Task Stage

During the pre-task stage, the teacher introduced the topic and provided important vocabulary related to the task.

2) Task Cycle Stage

In the task cycle stage, students worked individually, in pairs, or in groups to complete communicative tasks using English.

3) Post-Task Stage

In the post-task stage, students presented their work and received feedback from the teacher regarding their speaking performance.

According to Syafutri (2026), Task-Based Language Teaching encourages students to participate actively in classroom communication because learners focus on completing meaningful tasks collaboratively. In addition, Cholifah (2017) explained that communicative speaking tasks improve students' confidence and classroom participation because learners are directly involved in interactive speaking activities. Luh and Unix (2024) also stated that collaborative speaking activities help students reduce anxiety and improve confidence in expressing ideas orally through peer interaction.

2.6 Assessment Criteria

The students' speaking performance was assessed based on several aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension. Brown and Abeywickrama (2019) explained that these components are important indicators in assessing speaking ability because they reflect students' communicative competence in using English orally.

2.7 Validity and Reliability

To ensure the validity of the instrument, the researcher consulted the speaking test with the English teacher and thesis advisor before administering the test. Meanwhile, the reliability of the speaking scores was ensured through inter-rater reliability. Two English teachers were involved as raters in assessing students' speaking performance in order to minimize subjectivity in scoring.

2.8 Data Analysis Technique

The data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistics. The researcher calculated the mean score, standard deviation, and students' improvement scores. Furthermore, an independent sample t-test was used to determine whether there was a significant difference between the speaking achievement of the experimental group and the control group after the implementation of Task-Based Language Teaching. Creswell and Creswell (2018) stated that inferential statistical analysis is used to examine whether the treatment significantly affects the participants' learning outcomes.

3. RESULT AND DISCUSSION

Result

1) Pre-test Result

This section presents the students' speaking scores before the treatment in both the experimental and control groups. The results include the mean score, highest score, lowest score, and standard deviation to identify the students' initial speaking ability.

Table 1. Pretest Result (Control and Experiment Class)

Students	Total Pre-test Control	Students	Total Pre-test Experiment
AD	9	AT	9
AL	13	AF	13
AP	10	AL	11
AI	13	AM	12
AA	13	AN	11
APT	12	AR	15
BW	13	BL	13
DS	12	DP	12
EK	10	DR	17
EA	10	F	18
FS	12	FL	15
KS	13	KJ	14
KP	12	KN	16
L	13	M	12
MP	12	ME	13
MS	16	PP	12
PM	14	P	14
PA	13	RA	12
RDS	12	RI	14
RP	12	RS	12
SU	13	SA	15
S	13	SE	14
SA	12	VKJ	17
SH	12	VKH	17
SE	12	Y	15
P	13	Z	13

Table 1 presents the pre-test results of the control class and the experimental class before the treatment was conducted. The data show that the students in both classes had relatively similar speaking abilities at the beginning of the study. In the control class, the scores ranged from 9 to 16, while in the experimental class the scores ranged from 9 to 18. Most students in both groups obtained scores between 12 and 15, indicating that their speaking ability was still at a moderate level.

The similarity of the pre-test scores between the two groups indicates that both classes had comparable speaking proficiency before the implementation of Task-Based Language Teaching (TBLT). Therefore, the two classes were considered appropriate to be used as the control and experimental groups in this study.

2) *Post-test Result*

This section presents the students' speaking scores after the treatment. The post-test results of the experimental group and control group are compared to determine students' speaking improvement after the implementation of TBLT.

Table 2. Post-test Result (Control and Experiment Class)

Students	Total Pre-test Control	Students	Total Pre-test Experiment
AD	17	AT	16
AL	16	AF	20
AP	17	AL	16
AI	17	AM	17
AA	16	AN	19
APT	19	AR	20
BW	17	BL	20
DS	18	DP	16
EK	19	DR	23
EA	18	F	25
FS	18	FL	22
KS	16	KJ	24
KP	17	KN	23
L	19	M	19
MP	19	ME	20
MS	24	PP	19
PM	16	P	21
PA	20	RA	16
RDS	17	RI	18
RP	18	RS	19
SU	18	SA	19
S	22	SE	19
SA	18	VKJ	24
SH	19	VKH	24
SE	18	Y	23
P	18	Z	19

Table 2 presents the post-test results of the control class and the experimental class after the treatment was conducted. The data show that both classes experienced improvement in speaking scores compared to the pre-test results. However, the improvement in the experimental class was higher than that of the control class.

In the control class, the post-test scores ranged from 16 to 24, while in the experimental class the scores ranged from 16 to 25. Most students in the experimental class obtained higher scores, particularly between 19 and 24, indicating better improvement in speaking performance after being taught using Task-Based Language Teaching (TBLT).

The results indicate that students who were taught through TBLT showed greater improvement in speaking skills compared to students who received conventional teaching methods. Therefore, Task-Based Language Teaching was considered effective in improving the speaking skills of eighth-grade students at SMP Negeri Pauh.

3) Independent Sample T-Test

The independent sample t-test was conducted to determine whether there was a significant difference between the speaking achievement of the experimental group and the control group after the implementation of Task-Based Language Teaching.

Table 3. Independent Sampe T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	5,765	,020	-2,975	50	,005	-1,923	,646	-3,221	-,625
	Equal variances not assumed			-2,975	43,358	,005	-1,923	,646	-3,226	-,620

Table 3 presents the result of the Independent Sample t-Test used to determine whether there was a significant difference between the speaking achievement of the control class and the experimental class after the treatment. Based on the table, the significance value (Sig. 2-tailed) was 0.005, which was lower than 0.05 ($0.005 < 0.05$). This indicates that there was a significant difference between the speaking scores of the two groups.

The mean difference between the control and experimental classes was -1.923, showing that the experimental class obtained higher speaking scores than the control class. In addition, the t-value was -2.975, indicating that the treatment had a significant effect on students' speaking performance.

Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that Task-Based Language Teaching (TBLT) was effective in improving the speaking skills of eighth-grade students at SMP Negeri Pauh.

Discussion

The findings of this study revealed that Task-Based Language Teaching (TBLT) was effective in improving the speaking skills of eighth-grade students at SMP Negeri Pauh. The improvement can be seen from the students' post-test scores, where the experimental class achieved higher speaking scores compared to the control class after receiving the treatment through TBLT activities. In addition, the result of the independent sample t-test showed that the significance value was 0.005, which was lower than 0.05. This indicates that there was a significant difference between the experimental group and the control group after the implementation of TBLT.

The improvement of students' speaking skills occurred because TBLT provides opportunities for learners to use English meaningfully through communicative tasks. During the learning process, students were actively involved in dialogues, role plays, picture descriptions, and group discussions. These activities encouraged students to practice speaking more

confidently and interactively. Ellis et al. (2019) explained that Task-Based Language Teaching emphasizes meaningful communication through task completion rather than focusing only on grammatical forms. Similarly, Willis (2016) stated that task-based activities allow learners to use language naturally in realistic communication situations, which helps improve speaking fluency and confidence.

Furthermore, the findings of this study are consistent with the theory proposed Widiastuti et al. (2022), who stated that speaking is a productive skill that develops through active communication and meaningful interaction. Through TBLT, students were not only learning grammar theoretically but were also encouraged to express ideas and opinions directly in English communication activities. As a result, students became more active and motivated during speaking practice.

The findings of this study also support previous studies related to the effectiveness of TBLT in improving speaking skills. Jin (2023) found that task-based activities significantly improved students' speaking fluency and confidence because learners were actively involved in communicative interaction. Similar findings were also reported by Uge et al. (2026), who stated that students taught using TBLT showed better speaking achievement and classroom participation compared to students taught using conventional teaching methods. In the present study, students in the experimental class demonstrated better speaking performance than students in the control class, indicating that communicative tasks helped students practice English more effectively.

In addition, the present findings are in line with the study conducted by Syafutri (2026), which explained that communicative classroom activities encourage students to participate actively in speaking practice because learners focus on completing meaningful tasks collaboratively. During the implementation of TBLT in this study, students worked in pairs and groups to complete speaking tasks, which increased classroom interaction and reduced students' fear of making mistakes. This result is also supported by Luh and Unix (2024), who emphasized that collaborative speaking activities help students reduce anxiety and improve confidence in expressing ideas orally through peer interaction.

Compared to conventional teaching methods used in the control class, TBLT was more effective because students were given more opportunities to communicate actively in English. In conventional learning, classroom activities were generally dominated by teacher explanations and textbook exercises, causing students to become passive learners. In contrast, TBLT created a more student-centered learning environment in which students became actively engaged in communicative speaking tasks. Therefore, students in the experimental class showed greater improvement in pronunciation, vocabulary, fluency, grammar, and comprehension.

Overall, the findings of this study confirmed that Task-Based Language Teaching is an effective approach for improving students' speaking skills. TBLT not only improves students' speaking achievement but also increases classroom participation, confidence, motivation, and communicative interaction among learners. Therefore, English teachers are recommended to implement TBLT as an alternative teaching approach to improve students' speaking ability in EFL classrooms.

4. CONCLUSION

In conclusion, the findings of this study revealed that Task-Based Language Teaching (TBLT) was effective in improving the speaking skills of eighth-grade students at SMP Negeri Pauh. The significant improvement in the experimental class indicated that communicative and meaningful speaking tasks helped students develop better pronunciation, vocabulary, grammar, fluency, and comprehension compared to conventional teaching methods. The result of the independent sample t-test also confirmed that there was a significant difference between students taught through TBLT and those taught using traditional classroom instruction. These findings imply that English teachers should implement more student-centered and communicative learning activities to encourage active classroom interaction and improve students' confidence in speaking English. In addition, TBLT can be used as an effective alternative teaching approach in EFL classrooms because it creates meaningful learning experiences through real-life communication tasks. For future research, researchers are recommended to investigate the effectiveness of TBLT on other English skills such as listening, reading, or writing, as well as to involve larger samples, different educational levels, and longer treatment periods in order to obtain more comprehensive findings regarding the implementation of Task-Based Language Teaching in English learning.

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