

Exploring Teachers and Students' Perceptions of Task-Based Instruction in Teaching English Speaking

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Abstract

Task-Based Instruction (TBI) emphasizes meaningful tasks to promote students' language use, especially in speaking. This research aims at exploring the implementation of Task-Based Instruction in teaching speaking at *Madrasah Aliyah (MA) Darunnashihin Nahdlatul Wathan (NW) Ranggagata*. The research used a qualitative descriptive method, with interviews as the primary data collection instrument. The participants in this study are an English teacher and several tenth-grade students. The data are analyzed descriptively based on the responses from the interview. The findings showed that Task-Based Instruction helped students become more engaged and confident in speaking English. The teacher also stated that TBI encouraged more student-centered learning and meaningful communication in the classroom. However, some challenges, such as time management and students' varying speaking proficiency, were also identified. In conclusion, Task-Based Instruction is considered effective and beneficial in supporting students' speaking development.

Keywords: Task-Based Instruction (TBI); Teachers and Students' Perceptions; Teaching Speaking

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1. INTRODUCTION

In recent years, language teaching methodologies have evolved with Task-Based Instruction (TBI) emerging as an effective approach to enhance students engagement and language skills. TBI focuses on authentic tasks that encourage students to use the language in real-life situations, potentially improving their speaking ability (Tremblay et al., 2011).

In Indonesia, many students continue to struggle with speaking English fluently and confidently despite years of English instruction (Arifin et al., 2023; Azmy & Nanda, 2024; Hafiz et al., 2016). This condition highlights the need for more communicative and contextual teaching methods. TBI is considered a promising alternative because it enables students to use English to complete meaningful and relevant tasks (Nugrahaeni, 2022).

This approach aligns with Indonesia's competency-based curriculum, which emphasizes practical skills and 21st-century competencies. As Nugrahaeni (2022) and Parcon (2022) explain, TBI acts as a bridge between classroom learning and real-world language use. Therefore, TBI is suitable for such a school which have a program to improve speaking ability.

The advancement of digital education has influenced the implementation of TBI. Putra et al. (2024) and Yulia (2013) highlight both opportunities and challenges in using digital tools for task-based learning. When integrated effectively, technology can enhance the authenticity of tasks and increase student engagement (Siregar et al., 2023). However, the success of digital TBI heavily depends on teachers' ability to design interactive and meaningful tasks.

In addition, task design and sequencing play a crucial role in the effectiveness of TBI. Anshary et al. Anshary et al., 2019 emphasizes the importance of arranging tasks progressively from simple to more complex to support gradual language development. This is especially relevant in heterogeneous classrooms such as at *Madrasah Aliyah (MA) Darunnashihin Nahdlatul Wathan (NW) Ranggagata*, where students' English proficiency levels may vary significantly.

The success of TBI also relies on teacher readiness. Hafiz et al. (2016) and Yulia (2013) Highlight the shift in the teacher's role from a knowledge transmitter to a learning facilitator, which requires professional development and institutional support. Tremblay et al. (2011) and Siregar et al. (2023) further argue that teachers need to understand task complexity and its relationship to students' zone of proximal development to ensure effective learning outcomes.

In the context of Islamic education, implementing TBI must be culturally and religiously responsive. Ellis et al. (2020) emphasize the importance of inclusivity and sensitivity in task design to suit diverse educational contexts. The condition means designing tasks that align with Islamic values and are relevant to students' lived experiences, for example, by incorporating Islamic themes or real-life communication situations within Islamic communities.

Furthermore, appropriate assessment is essential for validating the effectiveness of TBI. Arifin et al. (2023), Chairena (2016), and Parcon (2022) advocate for performance-based assessment aligned with the principles of TBI, which moves beyond traditional tests to assess students' ability to perform real-world tasks. Aorny et al. (2022) and Hafiz (2023) suggest using mixed-methods assessment, combining quantitative outcomes with qualitative feedback from both teachers and learners to gain a holistic view of TBI's impact.

Given these opportunities and challenges, this study aims to explore teachers' and students' perceptions of the implementation of Task-Based Instruction in speaking classes with the integration of religious and cultural elements at Islamic senior high school or *Madrasah Aliyah (MA) Darunnashihin NW Ranggagata*, especially within the framework of an education environment adapting to the demands of the digital era (Maulana, 2021).

Most existing research (Hafiz et al., 2016; Nugrahaeni, 2022; Parcon, 2022; Siregar et al., 2023; Tremblay et al., 2011; Yulia, 2013) have studied Task-Based Instruction (TBI) in general educational contexts, discussing a lot on its theoretical underpinnings, technological integration, or teacher readiness. However, there is a limited explanation of how TBI can be contextually adapted to the Islamic senior high school level, where cultural and religious responsiveness is crucial. Additionally, despite prior studies recognizing the use of digital learning tools, few have precisely analyzed how digital TBI can be structured to cater to differing English skill levels in these environments. There is also a lack of integrated assessment frameworks combining performance-based and mixed-methods approaches to evaluate students' task outcomes within a culturally relevant TBI implementation.

This research presents a customized digital TBI framework designed for Islamic senior high schools, incorporating Islamic principles and authentic communicative scenarios within digital task structures. It emphasizes adaptive task progression tailored to students' diverse proficiency levels and employs a hybrid assessment framework that combines performance tasks and qualitative reflections. By linking technological, pedagogical, and cultural dimensions, this research fills a gap in the current TBI literature by demonstrating how digitally grounded, culturally grounded task design can enhance the authenticity and inclusivity of language learning in faith-based educational environments.

2. RESEARCH METHOD

This research employs a qualitative descriptive method with a survey-based approach. The aim is to describe and understand teachers' and students' perceptions regarding the implementation of Task-Based Instruction (TBI) in the development of speaking skills. This approach is appropriate for exploring personal experiences, perceptions, and attitudes in a natural educational setting. As stated by Ultavia et al. (2023), a qualitative approach allows researchers to explore the meanings constructed by individuals within specific social contexts.

The study is conducted at *MA Darunnashihin NW Ranggagata*, an Islamic senior high school located in Central Lombok, West Nusa Tenggara, Indonesia. This institution integrates Islamic values with the national curriculum. The location is chosen because the school has initiated the use of TBI in English-speaking instruction.

The subject is an English teacher who implements TBI in the classroom, and the eleventh-grade students who have experience learning through TBI. The subjects are selected through purposive sampling, which involves selecting participants who meet specific criteria, namely direct involvement in TBI-related speaking instruction.

The data collected in this study are qualitative, consisting of verbal responses and narratives from participants exploring students' perceptions of Task-Based Instruction in English-speaking courses. Data sources include primary data (teacher and student interview responses) and secondary data (supporting documents, such as teaching modules, syllabi, or teaching notes, if available). The primary technique used is semi-structured interviews, conducted with both teachers and students. It allows the researcher to probe deeper into participants' responses while maintaining a focus on the research topic.

The main instrument is an interview guide based on the conceptual framework. The guide includes open-ended questions covering teachers' experiences in designing and implementing TBI, students' perceptions of the effectiveness of TBI in improving speaking skills, student engagement during task performance, the relevance of materials to Islamic values, and challenges faced during TBI implementation (Ultavia et al., 2023).

Data are analyzed using Miles et al. (2020) model in Haryoko et al. (2020), which includes data reduction to selecting and simplifying interview data based on research focus, data display to present the data in thematic narrative or matrix form to aid interpretation, and conclusion drawing and verification to identify patterns and meanings from the data, and confirming the findings through triangulation.

3. FINDINGS AND DISCUSSION

This section presents the research findings from interviews and observations, addressing the research questions that focus on teachers' and students' perceptions of the implementation of Task-Based Instruction (TBI) in speaking classes.

3.1. Teacher's Perception on the Implementation of Task-Based Instruction in Speaking Classes

The English teacher's perception of the implementation of Task-Based Instruction (TBI) is vital, as the teacher plays a central role in designing, delivering, and evaluating learning activities. Based on the semi-structured interview with an English teacher, several themes emerged that reveal his understanding, experiences, and evaluations of the use of TBI in his teaching.

A. Teacher's Understanding of TBI

As it is asked about understanding of TBI, the teacher perceives it as a student-centered approach that emphasizes meaningful communication. Unlike traditional approaches that focus primarily on grammar drills or textbook exercises, TBI requires students to complete real-life tasks using English.

"Task-Based Instruction is a method where students complete meaningful tasks using the target language. I believe it focuses more on communication than grammar drills." (Interview with Mr. Jaini, May 26, 2025)

This aligns with the theory presented by Ellis et al. (2020), who emphasized that TBI is designed to develop communicative competence through language use in authentic contexts. According to Mr. Jaini, TBI

enables students to actively use the language actively, thereby increasing their motivation and confidence. He also highlighted that TBI shifts the focus of language learning from the teacher to the student. The teacher's role changes from being the sole provider of knowledge to a facilitator who guides, supports, and monitors the learning process. This change, he believed, is more aligned with modern pedagogical approaches.

B. Task Types Used in the Classroom

In describing how TBI is implemented in speaking classes, Mr. Jaini mentioned several types of tasks that he regularly uses. These include role-plays, storytelling, group discussions, and simulations of real-life scenarios.

“I usually use role-plays, storytelling, and group discussions. Sometimes I give them real-life scenarios to act out.” (Interview with Mr. Jaini, May 26, 2025)

These tasks are designed not only to encourage speaking but also to reflect situations that students might face in real life. For example, students may be asked to role-play as shopkeepers and customers, or as tour guides and tourists. This supports Willis' (1996) model of TBI, as elaborated by Ellis et al. (2020), which emphasizes tasks with clear communicative goals and outcomes.

The teacher explained that he usually starts with a pre-task phase, in which he introduces the topic, provides necessary vocabulary, and engages students in brainstorming. This is followed by the task cycle, where students complete the task collaboratively. The final phase is the language focus, during which students reflect on their language use and receive corrective feedback.

C. Student Engagement and Response to TBI

The English teacher, Mr. Jaini, reported that students generally respond positively to TBI. They become more active and participative in class activities. Compared to more traditional methods, TBI gives students more room to express themselves and interact with others, leading to higher engagement.

“Most students seem more active and motivated, although some are still shy when speaking.”

He observed that students who had previously remained silent during speaking activities began speaking more frequently when the tasks were meaningful and relatable. The collaborative nature of many TBI tasks also seemed to reduce students' anxiety, as they could support one another in pairs or groups. However, not all students responded equally. Some students remained passive or hesitant, especially those with very limited vocabulary or low confidence. This highlights the need for differentiated support and scaffolding, particularly for low-proficiency learners.

D. Challenges in Implementing TBI

Despite the many benefits, Mr. Jaini acknowledged that implementing TBI also comes with several challenges. One major concern is time limitation. Since tasks often require preparation, performance, and reflection time, it can be challenging to fit all stages within a standard class period.

“Time limitations are a big issue. Also, some students struggle with vocabulary and confidence.”

Another common problem involves the students' language proficiency. Some students lack the necessary vocabulary or grammatical accuracy to complete the tasks effectively, which may lead to frustration. In such cases, the teacher often needs to adjust the task difficulty or provide extra support. Furthermore, classroom management can be challenging, especially during group work. Not all students contribute equally, and some may go off-topic if the teacher is not actively monitoring.

E. Teacher's Evaluation of TBI's Effectiveness

Despite the mentioned difficulties, Mr. Jaini expressed confidence in TBI's overall effectiveness in improving students' speaking ability. He stated that TBI encourages students to speak more naturally and to focus on fluency rather than perfection, which is often more beneficial for real-world communication.

“It is quite effective because students practice speaking directly and naturally.”

He further explained that in his observation, students who consistently participated in TBI activities showed improvement in speaking fluency, self-confidence, and willingness to communicate. Though grammar errors still occurred, he noted that students became more concerned with being understood than being perfect. This view aligns with Nunan and Richards (2015) argument that fluency often precedes accuracy in second language acquisition. In the context of TBI, the focus is on meaningful output rather than perfection of form.

3.2. Students’ Perceptions on the Implementation of Task-Based Instruction in Speaking Classes

In addition to the teacher’s viewpoint, understanding students’ perceptions is essential in evaluating the effectiveness of Task-Based Instruction (TBI) in speaking classes. This section presents the results of in-depth interviews with three students from different majors, all eleventh graders at *MA Darunnashihin NW*. The analysis explores several key themes: students’ interest and motivation, task preferences, challenges faced, and perceived improvement in speaking skills.

A. Students’ Interest and Motivation

All three students expressed a generally positive attitude towards the use of TBI in their speaking classes. They described TBI as a more engaging and interactive way to learn English. The element of group collaboration and the focus on real-life communication tasks were particularly appreciated, as they helped reduce the fear of speaking.

Rusli stated:

“I think it’s fun and interesting. It helps me speak more often than usual.”

Siti said:

“It makes the class more active and less boring. I like it because we are not just sitting and listening, but doing something real.”

Zaki commented:

“Speaking becomes more enjoyable, and I feel the time in class passes quickly when we do speaking tasks.”

The statements indicate that TBI successfully promotes a more student-centered and engaging learning environment. This finding is consistent with Ellis (2012), who emphasized that TBI increases intrinsic motivation because learners see language as a tool for achieving real goals. Students also reported that working in groups made the learning atmosphere more supportive and less intimidating. This peer interaction plays an important role in helping shy students gain confidence. As Siti added:

“I feel more excited, especially when we work in groups. It’s easier for me to talk when my friends are also trying, and I don’t feel judged.”

This illustrates the importance of social interaction in second-language learning and supports Vygotsky’s theory of social constructivism, which holds that learning is mediated through interaction with others.

B. Preferred Task Types

When asked about the types of tasks they found most helpful, students showed varied preferences but agreed that interactive tasks were more effective than traditional drills.

Rusli preferred:

“Role-plays and presentations. They make me speak more and prepare better.”

Siti enjoyed:

“Interviews or short conversations in pairs. Those activities help me to practice speaking naturally and think fast in English.”

Zaki emphasized:

“I like doing short group presentations. It forces me to prepare and speak clearly in front of others, which helps build my confidence.”

These responses indicate that students respond best to purposeful tasks that require preparation, involve collaboration, and involve performance. This supports the TBI principle that tasks should have a clear goal and reflect communicative language use. Furthermore, the fact that different students favor different task types shows that TBI offers flexibility to cater to diverse learner preferences and learning styles. Some students thrive in structured presentations, while others feel more comfortable in informal pair work.

C. Challenges Faced by Students

Despite the overall positive perception, students also identified several challenges they encountered during TBI-based learning. Common issues included vocabulary limitations, pronunciation difficulties, and fear of making mistakes.

Rusli said:

“Sometimes I forget vocabulary or don’t know how to say something in English.”

Siti expressed:

“Sometimes I don’t know how to continue a conversation or how to say something correctly. I’m also still shy to speak loudly in front of the class.”

Zaki noted:

“My biggest problem is pronunciation. Sometimes I know the word, but I’m not sure how to say it correctly, so I speak very slowly or avoid using it.”

These difficulties are typical among language learners and reflect the cognitive and affective barriers that can hinder oral performance. The findings align with Hutabarat and Simanjuntak (2019), who noted that learners often hesitate to speak due to fear of negative evaluation and insufficient lexical or phonological knowledge. Nevertheless, students agreed that the supportive environment created during TBI tasks helped them gradually overcome these fears. Tasks conducted in small groups or pairs gave them the chance to practice without the pressure of speaking in front of the whole class.

D. Perceived Improvement in Speaking Ability

All students reported noticeable improvements in their speaking skills after participating in TBI-based activities. These improvements includes increased fluency, better pronunciation, enhanced vocabulary use, and most importantly, greater self-confidence.

Rusli shared:

“I can speak more fluently now, and I am not too nervous anymore.”

Siti said:

“Now I can speak with better pronunciation and more confidence. I still make mistakes, but I can express my opinion more clearly than before.”

Zaki noted:

“Yes, I feel more confident now. I still have to improve my vocabulary, but at least I’m not afraid to speak anymore.”

These reflections show that while technical fluency may still be developing, the psychological barriers to speaking, such as nervousness and fear of error have decreased significantly. The sense of progress described by students supports the view that TBI enhances not only linguistic competence but also communicative confidence.

E. Students' Overall Evaluation of TBI

As the question was directly about whether Task-Based Instruction is effective for learning speaking, all students agreed. They appreciate how tasks give chance to use English for real purposes, making learning more practical and meaningful. Students also note that their teachers' encouragement and willingness to support them during tasks greatly contributed to their learning experience. The integration of familiar themes and real life topics further increased their engagement. In general, students expressed a preference for TBI over traditional methods, suggesting that it better prepares them for real-world communication rather than just passing exams.

3.3. Classroom Observation Results

To gain a deeper understanding of how Task-Based Instruction (TBI) is implemented in the speaking classroom and how students respond in real-time, classroom observations are conducted during a series of speaking sessions. The observation focuses on the structure of task implementation, the students' participation and interaction, and the overall classroom dynamics during TBI process.

A. Structure of TBI Implementation in the Classroom

Based on direct observation, the English teacher, Mr. Jaini, followed a three-phase structure, as proposed by Ellis et al. (2020): the pre-task phase, the task cycle, and the language focus phase. In the pre-task phase, the teacher introduces the topic and explains the task clearly. He provides key vocabulary and expressions that would help students during the task. For example, in one session, students were asked to conduct a short interview with a classmate about their weekend plans. The teacher first discussed useful vocabulary and sentence structures, such as "*I am going to...*", "*I plan to...*", and "*Would you like to...*". In the task cycle, students worked in pairs or small groups to complete the speaking task. During this time, the teacher acted as a facilitator, walking around the classroom to monitor, guide, and offer assistance when needed. Students were encouraged to speak freely without worrying too much about grammar mistakes. In the language focus phase, the teacher conducts a class reflection in which several students share their conversations with the class. The teacher then gives feedback, corrects common mistakes, and emphasizes useful phrases. This structure is consistently applied across different tasks, such as role plays, interviews, and discussions. It shows the teacher's strong adherence to the core principles of TBI.

B. Students Participation and Interaction

During the task sessions, most students actively participated and appeared motivated. They were seen helping each other with vocabulary and correcting each other's pronunciation. The collaborative environment created by pair or group work made it easier for shy students to engage in the activity.

- In a group discussion about school uniforms, students were eager to express their opinions. One student said, "*I think uniform is important because it makes us look same and tidy.*" Though the sentence was not grammatically perfect, the communicative intent was clear, and the student was understood.
- During a role-play task about shopping at a market, students improvised conversations with confidence and humor, such as:

A: "How much this banana?"

B: "Ten thousand rupiah, but for you... eight!"

Despite occasional grammatical mistakes, the students appeared to prioritize fluency and spontaneity, which is a positive outcome encouraged in TBI. However, a few students, especially those with lower proficiency, were hesitant to speak and needed repeated prompting from peers or the teacher. Some of them relied heavily on Indonesian at the beginning, but gradually switched to English as they gained confidence.

C. Classroom Atmosphere

The overall classroom atmosphere during TBI sessions was observed to be positive, interactive, and learner-centered. Compared with traditional speaking drills, students were more relaxed and more willing to communicate. There was frequent laughter and engagement, indicating that students enjoyed the activities.

The teacher maintained good classroom management by giving clear instructions, setting time limits, and monitoring group progress. He also used praise to motivate students, saying things like “*Good try*”, “*Nice effort*”, and “*That was a great sentence!*” This fostered a supportive environment where students felt safe taking risks in speaking English.

One notable observation was the shift in focus from accuracy to communication. Students seemed less worried about making mistakes and more focused on expressing their ideas, which aligns with the communicative goals of TBI.

D. Integration of Islamic Values

In one task observed, students were asked to conduct a role-play between a tourist and a local guide visiting a mosque. This task not only provided practice in speaking but also integrated Islamic values by encouraging students to explain respectful behavior in religious places. This shows how TBI can be tailored to align with the school's values and culture.

3.4. Discussion

A. Teachers' Perception of Task-Based Instruction in Teaching Speaking

The data gathered through interviews and classroom observation reveal that the English teacher at *MA. Darunnashihin NW* holds a positive, practical view of Task-Based Instruction. He views TBI as a method that emphasizes meaningful communication over structural accuracy, which aligns with Ellis et al. (2020), who stated that TBI promotes real-world language use rather than mechanical grammar practice.

The teacher explained that TBI allows students to practice speaking naturally and purposefully through tasks such as role-plays, storytelling, and discussions. He also stated that TBI helps students become more active, motivated, and engaged especially when tasks are contextual and familiar to their daily lives. This finding is consistent with Mulyadi et al. (2023), who suggested that tasks increase learners' involvement because they simulate real-life communication.

However, the teacher also acknowledged several challenges, including limited time for complex tasks and students' limited vocabulary, which often hinder fluency. These challenges are echoed by Yulia (2013), who noted that TBI requires adequate time and scaffolding, particularly for students with lower proficiency levels. Despite these obstacles, the teacher still believed that TBI is effective in enhancing students' fluency, confidence, and willingness to speak, which are crucial components of communicative competence.

Moreover, the classroom observation validated the teacher's approach. The teacher consistently followed the standard TBI stages are pre-task, task cycle, and language focus as proposed and elaborated by Ellis et al. (2020). His role as a facilitator, rather than a traditional instructor, was evident during the observation. He provided vocabulary support, monitored students' discussions, and offered corrective feedback in a non-threatening way. This classroom dynamic indicates a strong alignment between the teacher's theoretical understanding and practical application of TBI.

B. Students' Perceptions of Task-Based Instruction in Speaking Classes

The interview data from three eleventh-grade students revealed that the majority responded positively to the use of TBI in their speaking classes. They described the activities as more enjoyable, active, and meaningful compared to traditional grammar-focused lessons.

Students reported feeling more motivated to speak because they were given opportunities to interact in English through practical tasks. This aligns with Nunan and Richards Nunan and Richards, 2015, who stated that when learners engage in tasks that resemble real communication, they tend to be more engaged and confident.

For instance, students mentioned that group discussions, pair conversations, and presentations helped them speak more often and with greater fluency. These types of tasks forced them to think in English and practice pronunciation, even if they still made occasional mistakes. According to their testimonies, they preferred tasks that required interaction, such as interviews (to practice question forms and conversational strategies), role-plays (to simulate real-life situations such as shopping or giving opinions), and group presentations (to build planning, vocabulary, and public speaking skills).

These preferences align with Hutabarat and Simanjuntak (2019), who emphasized that task types that require collaboration, negotiation, and decision-making promote both fluency and interactional competence. Despite their enthusiasm, students also acknowledged several challenges, such as forgetting vocabulary mid-task, being unsure about pronunciation, or feeling shy when speaking in front of others. These issues reflect both linguistic and affective barriers common among EFL learners, as discussed by Brown (2007). However, the students emphasized that these difficulties decreased over time as they gained more experience with TBI-based tasks and received peer support. Additionally, the students appreciated how TBI allowed them to focus on ideas and message delivery, rather than only on grammar accuracy. This shift toward meaning-oriented communication shows that students are beginning to adopt the communicative purpose of language, a central principle of TBI.

C. Synthesis: Teacher and Students' Perceptions in Alignment

Both teacher and students at *MA Darunnashihin NW* share a mutual perception of Task-Based Instruction as a beneficial and practical approach to teaching and learning speaking. Their alignment is evident in the following areas:

- a. Increased Student Engagement: Both parties agree that TBI encourages students to speak more actively. The teacher observed greater participation, and students reported feeling more interested and motivated.
- b. Improved Confidence and Fluency: The teacher noted a shift in students' willingness to speak, and students themselves acknowledged feeling less anxious and more fluent.
- c. Task Variety as a Motivator: The use of different types of speaking tasks catered to multiple learning styles and helped reduce boredom. Tasks like interviews and role-plays offered students realistic opportunities to use language in context.
- d. Challenges as Opportunities for Growth: Although vocabulary gaps and pronunciation issues were noted, both the teacher and the students viewed these as areas for development rather than reasons to avoid speaking.

These findings reinforce the principle that learning is most effective when learners are actively involved in meaningful communication and when the classroom becomes a safe space for experimentation and expression.

D. Implications for Teaching Speaking in EFL Classrooms

The success of TBI in this context suggests that EFL teachers should consider incorporating more student-centered, task-based strategies into their instruction. Teachers can adapt tasks to reflect local contexts and student interests, making the material more relevant and engaging. Moreover, scaffolding and support, such as providing key vocabulary, modeling target language, and using peer support, are crucial for helping students overcome common difficulties. Teachers should also use formative assessment techniques during tasks to give timely feedback without interrupting fluency. Lastly, this study suggests that TBI is not only theoretically sound but also practically applicable in secondary school contexts, even with students with limited proficiency. With proper planning, TBI can enhance communicative competence while building learners' confidence and motivation.

This study both supports and extends the previous research on Task-Based Instruction (TBI). It supports previous findings (Nugrahaeni, 2022; Parcon, 2022; Yulia, 2013) which serves that TBI bridges classroom instruction and real-world communication. However, this research differs by focusing on the context of Islamic education, emphasizing the integration of religious and cultural elements into task design. Additionally, while earlier studies discuss digital tools in TBI implementation, this study advances the discussion by developing a context-

specific digital model that addresses learners' varied proficiency and supports authentic language performance assessment. In this way, the study contributes to enriching TBI theory and practice through culturally responsive and digitally adaptive instructional innovation. This research provides one solution for further researchers or educators to apply these findings, adopt them as theoretical references, and develop innovative approaches to teaching English.

4. CONCLUSION

Based on the findings and discussion presented previously, it is concluded that the English teacher at MA should implement Task-Based Instruction (TBI) in speaking classes. *Darunnashihin NW* perceives task-based instruction as an effective teaching approach that prioritizes meaningful communication over grammatical accuracy. The teacher uses various tasks, such as role-plays, storytelling, and group discussions, to stimulate active student participation and improve fluent speaking. Despite challenges like limited time and students' vocabulary difficulties, the teacher believes that TBI significantly contributes to students' speaking skill development. The students also responded positively to the implementation of task-based instruction. Learning to speak through tasks was enjoyable and motivating, and it helped them become more confident speakers. Tasks such as group discussions, role-plays, interviews, and presentations were particularly helpful. However, students still face challenges, including vocabulary limitations and nervousness during speaking activities. Nonetheless, they acknowledge noticeable improvements in their fluency and ability to express ideas clearly.

The study confirms that task-based instruction is effective in enhancing students' speaking skills by encouraging natural communication, boosting motivation, and fostering a supportive learning environment. Both teacher and student perceptions align in appreciating the value of TBI for improving speaking competence. It is expected that future researchers will sharpen the research in line with the four skills, and it should not focus only on task-based instruction for speaking skills, but also on the four skills in task-based language teaching.

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