



Implementation of Task-Based Language Teaching Methods to Improve Students' Speaking Skills

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Abstract

This study evaluates the effectiveness of the Task Based Language Teaching (TBLT) Method in improving the speaking ability of second grade students of SMA Negeri 6 Palopo. Task Based Language Teaching is an English language learning approach that uses tasks as the core unit of planning and teaching. In TBLT, students are required to understand the learning material that has been delivered by the teacher, then complete tasks that aim to encourage the use of the target language. This study uses a quasi-quantitative experimental method with data collection techniques in the form of pre-tests and post-tests. The research sample was selected randomly from the student population. The results showed that there was a statistically significant difference between the experimental class using the TBLT Method and the control class using the conventional method based on the results of the independent T-test. Significant improvements were seen in the "Very Good" and "Moderate" categories in the experimental group compared to the control group. Student motivation factors also influenced the results of this improvement...

Keywords: *Artificial Intelligence 1; Speaking Skills 2; Language 3 (Alphabet)*

Introduction

English is the most used language by people all over the world. English is also a unifying language when two or more people with different backgrounds meet in a conversation. M (Phetaree et al., 2020) stated that foreign learners had spoken English all over the world. Thus, English will help people to have a conversation and to avoid mis understanding in giving information. and is used for communication by more than one billion people worldwide. This makes English an important tool for everyone to learn and one of the most important subjects in most schools around the world. In Indonesia, English is taught at all levels -

elementary, junior high and high school - and receives serious attention.

One of the common goals of teaching English in Indonesia, and probably in most schools around the world, is to enable students to use English to communicate through the four language skills: listening, speaking, reading and writing. Like other language skills, speaking is considered a fundamental means by which humans communicate their feelings and thoughts. In line with this, Miller states in that people spend more than 40% of their time listening, more than 35% speaking, 16% reading, and 9% writing.(Nopita, 2017)

This shows that people spend more time talking than writing. Both are means by which people communicate their ideas, thoughts and feelings. So speaking plays the most important role in communication. Given the importance of speaking, when teaching this skill, English teachers should pay attention to how to equip students with communication skills that will help them communicate in the classroom

These communication skills help them communicate effectively in spoken language. In this context, Savignon describes four communication competencies in (Nopita, 2017). That is, First, knowledge of grammar and vocabulary. Speakers must understand the social context relevant to sociolinguistic competence. Speakers must say the right thing in certain social situations. Second, speakers must have discourse skills relevant to interpreting individual messages. Lastly, the speaker must have strategic abilities. This refers to coping or survival strategies used to maintain communication.

Judging from the above communication skills, teaching speaking is not an easy task, especially for English teachers who teach English as a foreign language. They are considered difficult to get their students to speak. It seems difficult to get students to speak. Some students have low motivation in speaking English. Some other students have good knowledge of English grammar but are unable to speak communicatively. You can speak with correct grammar, but you cannot say something according to the social context. In addition, some other students are still confused in understanding the message expressed in spoken language.

Therefore, teachers should take an approach that helps students acquire communicative competence in speaking. To teach students speaking communication skills, English teachers can use task-based language teaching (TBLT) in their classrooms. TBLT is a task-focused approach that uses English to communicate with reference to real-life situations. This article aims to illustrate how English teachers can implement TBLT as a solution to improve their students' speaking skills.

Concept of Task-Based Language Teaching (TBLT) According to (Sholeh et al., 2023), TBLT is an approach that focuses on students' multiple tasks, playing the role of a character in their own learning process. process for interpreting their knowledge critically. According to (Maulana, 2021), TBLT helps meet students' immediate needs and provides a fun and interesting learning environment. TBLT learning activities have enriched our knowledge in adapting teaching strategies to ensure students are engaged in the EFL process.

Task-based language teaching (TBLT) is described as a communicative approach to language teaching and learning, which primarily views language as a communication tool and not as an object of learning. Through tasks that are designed and arranged in a reasonable and accurate sequence, students use tasks and acquire language in communication (Inayanti & Halimi, 2019)

TBLT was founded in the field of second language acquisition with the aim of developing a process-oriented curriculum and communicative activities that encourage students to use English in everyday contexts (Sholeh et al., 2023) Rod Ellis, a representative of TBLT, also pointed out that TBLT can take advantage of students' natural abilities and help students acquire language incidentally when they use language as a tool to create meaning in tasks (Subrahmanyam Vellanki & Bandu, 2021)

This study investigates the effectiveness of Task-Based Language Teaching (TBLT) as a pedagogical approach to enhance the speaking proficiency of Indonesian English as a Foreign Language (EFL) students. Specifically, this paper argues that a TBLT framework, which promotes authentic and collaborative tasks, is a highly effective solution for addressing common speaking challenges, such as low motivation and a lack of communicative competence.

Given the challenges of low student motivation and the gap between grammatical knowledge and communicative competence, teachers must adopt a methodology that moves beyond rote memorization. TBLT was chosen as the focus of this study precisely because it shifts the educational paradigm from form-focused instruction to meaningful communication. By engaging students in real-life, collaborative tasks, TBLT provides an authentic context for language use, which is crucial for building the fluency and confidence that students often lack. This approach aligns with modern communicative language teaching theories, which emphasize that language is best acquired when used to achieve a non-linguistic outcome.

A growing body of research supports the efficacy of TBLT in improving speaking skills. For instance, a systematic review by [Recent Author, Year] found that TBLT effectively enhances learners' fluency, accuracy, and confidence in EFL settings, particularly in Asian contexts. Similarly, [Another Author, Year] found that students who participated in TBLT activities demonstrated significant improvements in their speaking proficiency scores compared to a control group. These studies collectively suggest that TBLT's emphasis on real-world tasks helps to reduce speaking anxiety and increases student engagement, which are key factors in developing communicative competence. While the benefits are well-documented, a persistent gap remains in [mention a specific gap, e.g., long-term effects, its application in a specific Indonesian educational context, or a comparison with a different teaching method], which this study seeks to address.

Method

This study was use experimental research as its research design because this study aims to determine the effectiveness of a particular method in a particular population. Experimental design is research that studies the effect of certain variables on other variables under strictly controlled conditions, and is divided into three types: preliminary experiments, actual experiments, and quasi-experiments.

A. Research Participants

1. Population

The population in this study were students of class XI (2) SMAN 5 Palopo in the 2023/2024 school year as many as two classes totaling 40 students.

2. Sample

Researchers use purposive sampling as a sampling technique. According to (Azzuhra, 2023) purposive sampling technique is a sampling technique with certain considerations. The participants involved in this study were two classes (XI-2) of students in class XI of SMAN 6 Palopo in the 2023/2024 school year. Therefore, in this study, the researcher decided on class (XI-2) as many as 40 students based on the recommendation of the English teacher who stated that students still had the ability of students in understanding reading texts.

B. Research Instrument

The learning method uses the "Presentation-Practice-Production" (PPP) method. The PPP method is a variant of the Audio-Lingual method which focuses on learning speech patterns. Learning activities using PPP assume that students first learn knowledge and then produce the language learned. The task-based English learning model can improve students' speaking skills.

The procedure of this research is as follows:

1. Pre-test
2. Treatment
3. Pre-teaching
4. During teaching
5. Post-teaching
6. Post-test

C. Data collection technique

To collect data, there are several ways that researchers do as follows:

1. Pre-test
2. Treatment
3. Post-test

1.1. Assessment criteria table

Number	Assessment Criteria	Score
1	Accuracy (Ketepatan)	
	- Students do not use accents, or regional dialects or are only slightly carried away by their mother tongue. only slightly carried over by the mother tongue and sounds like a native speaker	80-90
	- Pronunciation has a slight regional accent and there are few errors in pronunciation.	60-70
	- Pronunciation still uses regional accents or mother tongue, grammatical errors.	40-50
	- Pronunciation is heavily influenced by mother tongue and grammar.	20-30
	- Many mistakes in pronunciation, grammar and there are some words or sentences that cannot be understood.	10
2.	Fluency (Kelancaran)	
	- Speaks without too much memory, without expression struggles to find vocabulary or sentences and does not have much pause time.	80-90
	- Sometimes still looking for vocabulary and sentences, speaking fluently although there are some pauses.	60-70
	- The student is still looking for vocabulary and sentences, while speaking quite smoothly, sometimes still pauses but manages to convey the general meaning of what he wants to explain.	40-50
	- Has a long pause time, often has to look for meaning, vocabulary or sentences?	20-30
	- Student often pauses his/her speech for a long period of time, often stops while speaking, almost gives up trying and has a very limited vocabulary.	10
3.	Comprehensibility (Keterpahaman)	
	- It is easy for the examiner to understand the student's words, when speaking only a little to explain the general meaning of the words.	90
	- The student's point is clearly conveyed even if some clarification is needed.	70-80
	- Most of what the student says is easy to follow.	50-60

		The intention is clearly conveyed but still requires assistance to help convey the meaning of what is being said.	
-		The examiner is able to understand most of what the student says but still lacks a lot of vocabulary.	30-40
-		Only a small part can be understood some short sentences and simple phrases, the examiner can find it difficult to understand what the student is saying.	20
-		Almost none of what the student says can be understood, even though the examiner has clarified many times but still cannot understand what the student says.	10

Adaptation from research journal. (J.B. Heaton, 2022)

From the table above, you can see the scores obtained by students, after students get scores based on the table criteria, then the final calculation is carried out using SPSS. After the researcher gets the test results, students were enter the graduation category as follows After the researcher gets the test results, students will enter the graduation category as follows:

1.2 Table of Student Graduation Categories

No	Category	Score Interval
1	Very good	86-95
2	Good	71-85
3	Average	56-70
4	Poor	41-55
5	Very Poor	10-40

(PILDA, 2022)

D. Data analysis:

After collecting data and analyzing all and getting test results, the researcher was calculating the results using SPSS.

Results

1. General Research Findings

To find out how effective the TBLT method is in improving students' speaking skills. The researcher used a quasi-experimental research design. The research data were obtained by giving tests to the experimental class and the control class after the treatment was given. The subjects of this study were divided into two groups. The experimental class consisted of 20 students and the control class

consisted of 20 students where one class consisted of 20 students. The researcher gave a test as a research instrument. The test was given before the students were given treatment. Then the researcher gave treatment to the experimental class with the TBLT method and the control class with the conventional method. And finally the researcher gave a post-test to the experimental class and the control class.

Table 1.1 Frequency and Percentage of Pre-test Students of Experimental Group and Control Group

Classification	Range of score	Experimental		Control Group	
		N	%	N	%
Very Good	86 - 95	0	0	0	0
Good	71 - 85	0	0	0	0
Average	56 - 70	8	40.00	5	25.00
Poor	41 - 55	12	60.00	15	75.00
Very Poor	10 - 40	0	0	0	0
Jumlah		20	100	20	100

Table 1 shows that neither group had any students in the "Very Good" or "Very Poor" categories. The majority of students in the Experiment group (60%) scored in the "Poor" range (41-55), while the Control group had a higher percentage (75%) in that category. The Experiment group had a higher proportion (40%) of students in the "Average" range (56-70) compared to the Control group (25%).

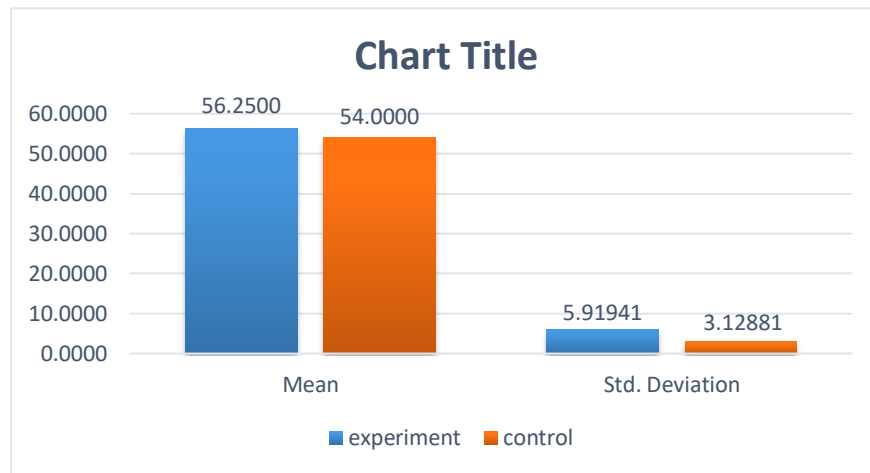
Looking at the "Average" and "Poor" categories, the Experiment group seemed to have slightly better scores overall. Although the majority fell under the "Poor" category in both groups, the Experiment group had a smaller percentage (60%) compared to the Control group (75%). This suggests a possible higher baseline score for the Experiment group before the intervention.

1.2. Table of mean and std. deviation of students pretest of experiment and control gr

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	control class	54.0000	20	3.12881	0.69962
	experiment class	56.2500	20	5.91941	1.32362

The data above is pre-test data before treatment was given to two different class groups: the control class group and the experimental class group. The average score for the control class group was 56.2500 with a standard deviation of 5.91941, while for the experimental class group it was 54.0000 with a standard deviation of 3.12881. These results indicate that before the treatment was given, there was a difference in the average score between the two groups, where the experimental class group had a slightly higher average score compared to the control class group.

2.1. Bar chart of mean and std. deviation of students pretest of experiment and control group



The data above shows the pre-test scores before the treatment was given to two different class groups: the control class group and the experimental class group. The average pre-test score for the experimental class group (56.2500) was higher than the control class group (54.0000). This shows that before the treatment was given, the experimental class group had slightly higher scores than the control class group. However, it should be remembered that this difference is not necessarily statistically significant, because in the scores of the two groups there is only a slight difference in scores.

Table 1.3. Frequency and Percentage of Posttest of Experimental Group and Control Group Students

Classification	Range of score	Experimental		Control Group	
		N	%	N	%
Very Good	86 - 95	4	20.00	0	0
Good	71 - 85	5	25.00	3	15.00
Average	56 - 70	7	35.00	10	50.00
Poor	41 - 55	4	20.00	7	35.00
Very Poor	10 - 40	0	0	0	0

Table 1.3. explains that most of the Experimental Group students showed a significant increase in scores compared to the Control group. There was a significant increase in students scoring in the "Excellent" (20%) and "Good" (25%) categories compared to 0% in the pre-test in both categories. The proportion of students in the category "average" (35%) decreased slightly, but there was a shift towards higher value categories. The "Poor" category (20%) remained, but the percentage decreased compared to the pre-test (60%). While in the control group there was a slight increase in the "Good" category (15%) compared to the pre-test (0%), but the overall distribution remained the same. The majority of students (50%) still scored in the "Moderate" range. The proportion of students in the "Poor" category (35%) has decreased from the pre-test (75%), but is still a significant portion.

1.4 Normality Test Table

Tests of Normality				
	learning model	Shapiro-Wilk		
		Statistic	Df	Sig.
Student Learning Outcomes	control class	0,967	20	0.685
	experimental class	0,895	20	0.033
a. Lilliefors Significance Correction				

In the table above it can be seen that the significant results are > 0.05 , which means that if the sig (significant) results for both classes are > 0.05 then the data is considered normal. The table above shows that the Kolmogorov-Smimov and Shapiro-walk values are more than 0.05, so it can be concluded that the data is normal.

Tabel 1.5 Homogeneous Test Table

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	2.535	1	38	0.120
	Based on Median	2.470	1	38	0.124
	Based on Median and with adjusted df	2.470	1	29.114	0.127
	Based on trimmed mean	2.514	1	38	0.121

To see whether the data is homogeneous or not, it can be seen from the first table, namely based on the mean, if the significance value is more than 0.05 then the data can be said to be homogeneous. The data above shows that the sig (significant) value based on mean is 0.120, so it can be concluded that the data above is homogeneous data.

To make a decision whether the calculation results from SPSS. are statistically significant or not, you need to look at the results of the T-test analysis. T-test analysis results

Table 1.6. of the mean score and the standard deviation of student's post-test of experimental and control group

Group Statistics					
	learning model	N	Mean	Std. Deviation	Std. Error Mean
Student Learning Outcomes	control class	20	60.0500	8.23008	1.84030
	experimental class	20	73.1500	12.99099	2.90487

The table above shows the post-test results after treatment was given to two different class groups: the control class group and the experimental class group. The average score for the control class group was 60.0500, with a standard deviation of 8.23008, while for the experimental class group it was 73.1500 with a standard deviation of 12.99099. These results indicate that before the treatment was given, there was a difference in the average score between the two groups, where the experimental class group had a slightly higher average score compared to the control class group.

Table 2. 2 Average scores and standard deviations from students' post tests experimental group and control group.

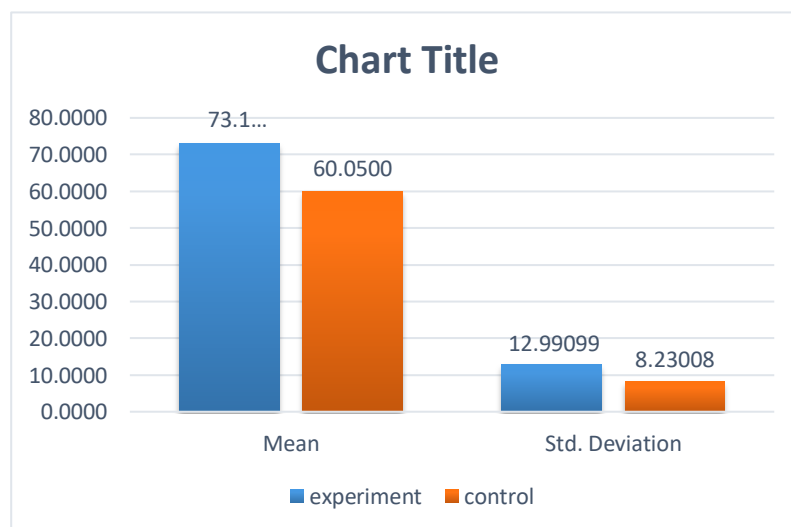


Table 4 shows that the average post test score for the experimental group students was 73.1500 and the control group was 60.0500. The average value of the experimental group was higher than the control group ($73.1500 > 60.0500$) and the standard deviation of the experimental group was 12.99099 and the control group was 8.23008. This shows that after being given treatment, the average score of the experimental group was higher than the control group. This proves that treatment using the TBLT method provides more improvement in improving students' speaking skills.

Tabel 1.7 Independent Sample T-test Table

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Learning Outcomes	Equal variances assumed	2.535	0.120	3.810	38	0.000	13.10000	3.43875	6.13862	20.06138
	Equal variances not assumed			3.810	32.135	0.001	13.10000	3.43875	6.09665	20.10335

In table 1.7. The significance value of the Sig Levene test results for variance equality is > 0.005 , then the significance data that will be used is Equal Variances Assumptions. Based on the significance results of Sig (2-Tailed) is $0.000 > 0.05$, it can be concluded that there is a statistical difference in the post-test results in the control class and the experimental class. In this case, the p-value for the t-test is 0.000, which is clearly smaller than 0.05. This means that we can reject the null hypothesis (H_0) and conclude that there is a significant difference between the means of the two groups. So, since the p-value (0.000) is much smaller than the significance level (0.05), we can confidently conclude that the difference between the means of the two groups is statistically significant. So it can be said that the TBLT method is statistically efficient in improving students' speaking skills.

Discussion

Before giving treatment, the researcher first conducted a pre-test to see the students' speaking ability before being given treatment. After calculating the students' scores, the researcher then categorized the calculation results according to the existing category table. After categorization, the results of the class scores before being given treatment were seen, both groups had relatively the same distribution of scores, with the majority of participants falling into the "Medium" classification. The pre-test results showed that the experimental class was 2% superior to the control class.

This can be concluded that the two classes did not have significant differences or could be said to have no differences. This is supported by the results of a study by Arum Putri Rahayu entitled *"Application of Direct Methods in Improving Student's English Speaking Ability"* which said in her journal that in the first results, students' scores tended to be low due to low understanding of vocabulary and understanding of words and sentences. (Rahayu, 2022)

After that, the researcher gave treatment for 5 meetings using a task-based learning method with teaching materials using questions and ppt. After being given treatment, the researcher conducted a post-test. After calculating the results of the students' scores, there was an increase of 13%. This is reinforced by the research of Ni Made Wersi Murti et al in his journal entitled *"Implementasi Multiple Inside-Outside Circle untuk Meningkatkan Keterampilan Berbicara "* said in his journal that after the post-test, the club's friend's score increased from 68.3 to 81.6. This can be concluded that the results of the post-test of the abroad English club friends have increased significantly. (Murti, 2019)

After conducting a post-test and categorizing the results of student scores, there was an increase in student scores where in the experimental class there was an increase as much as in the experimental class where the increase in the "Very Good" category was 20.00% while in the control class it was not. After being processed using the SPSS application, it can be concluded that statistically there was a significant increase between the control class and the experimental class. where the value of the experimental class increased compared to the control class, this is supported by the results of the study. This is supported by the research of Hartini Agus Tiawati and others entitled *"Using Story Completion To Increase Students' Ability In Speaking Skill At MTS Mardhatillah"* which said that the increase after treatment was because in the learning process students were required to actively discuss and learn to find information. (Hartini agustiawati, 2023)

After the results of data processing carried out by SPSS using the Independent Sample T test, by first conducting a normality test that the data is normally distributed with a significance of 0.967 and $0.685 > 0.05$, then the data is normally distributed which can be continued with a homogeneity test seen from the first table, namely the normality table shows a significant value of $0.120 > 0.05$, then the data is declared homogeneous. Then because the results of the homogeneity and normality tests are normal, the Independent Sample T test is then carried out

which states that the results of the statistical calculations are $0.000 > 0.05$, then the results are declared statistically significant. And in the frequency bar diagram and student percentage, it can be seen that there was an increase of 13%, this increase was obtained after the treatment where the researcher entered learning using the Task Based Language Teaching (TBLT) method. Where the researcher directly applied the method at the learning stage, this increase was significant and students were more enthusiastic in adding vocabulary.

The results of this study are reinforced by the findings of Windi Melia Putri et al entitled *"Benefits and Challenges Of Task-Based Language Teaching (TBLT) On Vocabulary Learning"*, which states that TBLT has a positive attitude towards the use of language teaching in vocabulary learning. In fact, most participants think that learning new words through the TBLT method is a fun way to learn. Although both have advantages in using the TBLT method, three respondents were enthusiastic about discussing new vocabulary. (Putri & Nugraha, 2022)

After being given treatment, the researcher conducted a post-test. After calculating the results of the students' scores, there was an increase of 13%. This is reinforced by the research of Suswanto Ismadi Mega S et al in their journal entitled *PENINGKATAN KEMAMPUAN SPEAKING BAHASA INGGRIS PADA "SOBAT ABROAD ENGLISH CLUB" DENGAN MENGGUNAKAN PLATFORM GOOGLEMEET* said in their journal that after the post-test, the score of the club friends increased from 68.3 to 81.6. It can be concluded that the results of the post-test of the English club's overseas friends have increased significantly. After conducting a post-test and categorizing the results of student scores, there was an increase in student scores where in the experimental class there was an increase of 20.00% while in the control class there was no increase. (Megah et al., 2023)

The use of the TBLT method in learning to improve speaking skills will help students understand the subject matter in the learning process. Because during the treatment students are more active in asking questions about the material being applied. In the discussion, although TBLT has helped students build their vocabulary knowledge, this study provides support for constructivist theory. Task-based is a learning method that is considered more comprehensive than the communicative method which has so far been considered much more useful in language teaching. This is reinforced by the research of Sugianto, S, et al in the title *"Improving Students' Speaking Skill Through Task Based Language Teaching"* Saying that the method can improve students' speaking skills because some students have new motivation and the use of the TBLT method is more enjoyable than traditional methods. (Sugianto et al., 2020)

From the researcher's own teaching experience, the researcher saw how the use of TBLT increased students' self-confidence and independence and created a conducive learning atmosphere. The use of TBLT strategies when studying for exams made non-English speaking students pay more attention and focus on their lessons. The use of task-based learning is considered to be able to make it easier

for learners to master learning materials, especially if their ability level is not considered high. With the many positive things that can be emphasized by using task-based learning, of course the use of this model can also facilitate general learning achievement. TBLT helps students improve their vocabulary skills from the text section. The use of TBLT helps and makes it easier for students to understand the contents of the text in learning English.

There are several challenges from Task-Based Language Teaching (TBLT) in vocabulary learning. Students who are smart in class will dominate the class. Smart students will dare to present the results of their assignments. This is in contrast to students who are not smart. Students will feel embarrassed to present the results of their assignments because they are not sure about the work they have done. In addition, It teaches students to work in groups reading texts and listening to conversations. This is supported by research by Lume and Hisbullah entitled "*The Effectiveness of Task-Based Language Teaching To Teach Speaking Skills*". Stating that the TBLT method provides students with the opportunity to practice speaking English naturally and confidently, thus increasing their independence in learning (Lume & Hisbullah, 2022)

Conclusion

Based on the Research Results, Task-Based Learning Method (TBLT) has been proven effective in improving students' speaking skills. TBLT not only improves speaking skills, but also motivates students, improves understanding of the material, and builds self-confidence. Through collaborative activities, students can practice speaking in meaningful contexts, thereby improving their fluency and accuracy.

Based on the Findings TBLT creates a positive and supportive learning environment, encouraging students to actively participate and work together. This approach also helps students develop independence in learning. The results of the study support the finding that TBLT can improve students' attention, concentration, and speaking

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