Issued by English study program of IAIN Palopo

Task-Based Language Teaching to Enhance Speaking Skills in Boarding School Students: A Classroom Action Research

Ika Wulaningsih[1], Nur Hidayanto Pancoro Setyo Putro[2], Sukarno[3], Dwiyani Pratiwi[4], Tri Setiani[5], I Made Rian Irwanto[6], Intan Widora[7]

[1,2,3,4,5,6,7] English Education Department, Faculty of Language, Arts, and Culture, Yogyakarta State University, Yogyakarta
Corresponding E-Mail: Ikawulaningsih.2023@student.uny.ac.id

Abstract

The aim of this study is to investigate how Task-Based Language Teaching (TBLT) enhances the speaking skills of junior high school students in an Islamic boarding school context and how it enhances the quality of the teaching and learning process. Due to the dominance of teacher-centred instruction and limited student engagement in such contexts, this study proposes to apply a more interactive and student-centred approach. This study employed the Classroom Action Research (CAR) design, involving 29 male students in grade 7 over two cycles. Each cycle consists of four phases: plan, action, observation, and reflection. Data were collected through interviews, classroom observations, reflective teaching journal, and oral proficiency tests to earn both qualitative and quantitative data. The findings revealed significant enhancements in students' speaking performance. The students' mastery level increased from 31.03% (initial data) to 65.52% (cycle 1) and 93.10% (cycle 2). Students demonstrated enhanced fluency, vocabulary, and confidence, along with enhanced motivation and participation in communicative tasks. TBLT also helped reduce speaking anxiety and encouraged more meaningful language use inside and outside the classroom. Despite some challenges, such as limited access to technology and the need for additional scaffolding for certain students, this study demonstrated that TBLT is a viable approach to enhancing speaking skills in a boarding school context. The findings also suggest that TBLT helped to foster students' communicative competence and enrich English language instruction in similar educational contexts. Recommendations are offered for sustaining TBLT implementation and for future research on long-term impacts and differentiated scaffolding.

Introduction

In English as a Foreign Language (EFL), developing students' speaking skills is still a primary challenge for teachers. The capacity for speaking, which is essential for good communication, remains underdeveloped among many Indonesian students. They suffer from shyness and anxiety, which reduces their English-speaking skills. Often, this results from a lack of confidence in their speaking skills due to a fear of making mistakes and being laughed at by peers (Bohari, 2024; Anggrisia & Robah, 2023). They face numerous challenges, which result in a lack of English-speaking skills. Shen & Ciu (2019) emphasize three factors of EFL learners' difficulties in speaking English. They include psychological factors (such as fear of making mistakes, peer pressure, and nervousness), linguistic factors (including insufficient vocabulary and grammar, inaccurate pronunciation, and sentence structure problems), and learning environmental factors (such as low participation and infrequent English-speaking practice).

Furthermore, it is found that most boarding schools implement teacher-centred approaches, which could limit opportunities for genuine spoken communication among students. Research indicates that the nature of teacher talk can significantly affect student engagement and participation. Chen et al. (2020) explored the relationship between students' perceptions of teacher talk and their emotional responses, finding that productive classroom discourse is crucial for fostering student engagement. In Islamic boarding schools, there is an interest in implementing student-centred approaches to enhance active participation. However, the change from traditional teacher-centred approaches poses challenges due to current educational norms and resource limitations (Emawati et al., 2024). Teacher-centred approaches may not accommodate varied learning styles or unique student requirements, thereby obstructing students' capacity to utilize knowledge across multiple contexts (Busa & Chung, 2024; Yamagata, 2018).

Establishing a teaching environment that fosters motivation and provides constructive feedback can significantly enhance students' speaking skills. Teachers are essential in facilitating student support and fostering an environment favourable to language acquisition (Larasaty et al., 2024; Sukmojati & Rahmat, 2024). Developed as a learner-centred approach responding to this, Task-Based Language Teaching (TBLT) promotes speaking through intentional and communicative activities. The application of task-based approaches in EFL classrooms has demonstrated potential in improving speaking abilities by offering organized opportunities for practice (Hibatulloh et al., 2024; Susanto et al., 2023).

TBLT positions students at the core of the educational process, with teachers serving as facilitators and mentors, while promoting active student engagement in tasks necessitating meaningful communication (Li, 2023; Kayır, 2020). Task-Based

Language Teaching originated with the communicative approach, which encourages the use of authentic language in relevant contexts. Ellis (2003) characterizes assignments as activities meant to help students accomplish actual communicative goals using the target language. Her TBLT model consists of three phases: Pre-Task, During-Task, and Post-Task. Typically involving pre-task preparation, task execution, and post-task reflection, Nunan (2004) and Willis & Willis (2007) continue to discuss the structure of tasks that match real-life language use.

Empirically, the efficacy of TBLT in increasing speaking competency is supported. Several studies have investigated the effectiveness of Task-Based Language Teaching (TBLT) in improving students' speaking skills. Azizifard (2024) examined the implementation of group oral presentations in Task-Based Language Teaching (TBLT) among second-year architectural engineering students at Cihan University, Erbil. The study revealed that group presentations increased student engagement and enthusiasm in speaking activities but did not significantly enhance pronunciation or grammatical accuracy. Students demonstrated enhanced confidence and communication proficiency. Nugrahaeni (2022) conducted a study in an Indonesian junior high school, demonstrating that Task-Based Language Teaching (TBLT) significantly enhanced students' speaking abilities, particularly in terms of fluency, vocabulary, and grammar.

The study's pre-test and post-test results demonstrated a significant enhancement in speaking performance following the application of TBLT. Lume and Hisbullah (2022) also conducted a comparison of Task-Based Language Teaching (TBLT) and conventional pedagogical approaches at a vocational institution in Indonesia, revealing that TBLT resulted in notable enhancements in students' speaking fluency and interaction. These studies highlight the efficacy of TBLT in promoting language acquisition, especially through enhanced student involvement and practical language application.

Considering these positive findings, limited studies have been conducted on the use of TBLT in schools, particularly in Islamic boarding schools. These institutions frequently operate within a regulated academic setting, where the use of English is predominantly limited to textbook activities. Thus, the capacity of TBLT to enhance instructional quality and student outcomes in these contexts remains underexplored. The existing gaps underscore the necessity for this study. Few studies have investigated the use of TBLT in boarding schools, where daily routines and institutional norms may constrain the implementation of communicative approaches.

Although Task-Based Language Teaching (TBLT) is recognized for its efficacy in promoting language acquisition, its wider implications for the teaching-learning dynamic, including learner autonomy, classroom environment, and student-teacher interactions, remain insufficiently explored. Additionally, the implementation of Task-Based Language Teaching (TBLT) within a Classroom Action Research (CAR)

framework has received minimal attention. This study aims to bridge these gaps by quantifying the effects of TBLT delivered through Classroom Action Research at a junior high boarding school. The adapted model, both Willis' and Elis' model, will be applied. There are three stages: Pre-task, Task Cycle, and Post-task. The main objective of this Classroom Action Research (CAR) is to investigate how TBLT might be valuable applied in a boarding school environment with the aim of improving the students' speaking skills and the quality of the teaching-learning process. Thus, the study focuses on the following research questions:

(1) How can Task-Based Language Teaching be implemented in the Classroom Action Research to Enhance Students' Speaking Skills?

(2) How can Task-Based Language Teaching (TBLT) enhance the teaching and learning process in English language learning?

The study's primary contribution, demonstrated in controlled learning situations, shows that a theoretically well-known approach like TBLT can be practically flexible and consistent. It provides an insightful analysis of how TBLT can be customized to fit the requirements of boarding school environments. It also has significant consequences for teachers attempting to enhance language acquisition in learning environments, such as boarding schools. The study contributes to the TBLT's efficacy in developing language competency and encouraging active student participation in the learning process. This could help and support the more general application of TBLT in many teaching environments.

Method
Research Design

This study employed the Classroom Action Research (CAR). As Burns (2009) points out, action research has been a key approach in schools for several decades, with strong links to reflective practice, as well as to teachers serving as researchers. CAR entails exploring and examining the classroom space so that information can be gathered to drive future course of action as a teacher. It welcomes teachers to consider how they teach and how they can refine their approach with new evidence to be learnt. Notably, action research often involves group work in contexts where teachers commonly gather in groups to discuss, evaluate, and enhance their teaching techniques.

This shared experience not only brings valuable knowledge but also contributes to career development. According to Stringer (2013), action research is a process that enables people to identify and solve problems related to their daily activities. CAR provides educators with a framework to assess and enhance the way they apply educational principles in their lessons, ultimately producing more effective teaching instructions for students. CAR was viewed in the present study as the approach to enhance the students' speaking prowess through the employment of Task-Based Language Teaching (TBLT). The investigation involved two cycles (Cycle

1 and Cycle 2). Each cycle included four key steps, as outlined by Kemmis and Mc. Taggart's model: plan, action, observation, and reflection, as presented in Burns (2009). These cycles were intended to assess and foster students' development in spoken communication.

Participants

A total of 29 students participated in the research. Their ages spanned from 14 to 16 years, and all of them were male in the seventh grade at a distinguished private boarding school in Palembang, South Sumatra, Indonesia. Providing a unique demographic and educational backdrop for the analysis performed. Participants were selected through purposeful sampling for the interview.

Data Collection

Data collection methods included classroom observation, interviews, Teacher reflective journal and performance assessments. As Creswell (2019) explains, gathering qualitative data typically involves clearly defining the research context, conducting observations and semi-structured interviews, collecting various materials, and establishing consistent procedures for documentation. These strategies were utilized to collect meaningful information for research. Furthermore, the study assembled both qualitative and quantitative evidence to explore how Task-Based Language Teaching (TBLT) enhances students' speaking competence and the teaching and learning process.

To obtain qualitative data, reflective teaching journals, observation checklists, and interview guides were used as tools for describing and analyzing students' involvement and engagement in the classroom. For quantitative data, an oral proficiency test rubric was used to measure the students' performance in speaking, providing scores that reflected their enhancement in language skills. This combination of data collection methods enabled a comprehensive evaluation of the efficacy of TBLT in improving speaking abilities.

Data Analysis

Data analysis followed two separate paths. For qualitative data, the researchers employed thematic analysis, as suggested by Braun & Clarke (2006), which involved coding interview transcripts and observational notes to identify patterns and themes related to student engagement, motivation, language interaction strategies, and perceived challenges during TBLT activities. This helped paint a detailed picture of how students engaged with the TBLT activities. Statistical analysis was utilized on the quantitative side to assess students' performance on oral proficiency tests. These scores provided clear evidence of progress in their speaking skills, helping the researchers measure the effectiveness of the TBLT approach over the course of the study.

Results

Students' Speaking Skills Enhancement Through Task-Based Language Teaching (TBLT)
Students' Speaking Performance in Initial Study

The study implementation began with an initial observation phase. During this phase, an interview was held with the English teacher, and preliminary data on students' speaking skills were gathered and analyzed. Thematic analysis of the interview findings showed several key factors that hindered students' speaking performance. These recurring themes shaped the basis for designing the intervention and are summarized in the table below.

Table 1. Thematic Analysis of Initial Observation

Theme	Code	Explanation
Speaking Ability Before TBLT	Limited vocabulary and difficulty expressing ideas	Students struggled to convey their thoughts in English and had a small vocabulary.
Pre-TBLT Speaking Activities	Individual oral tests, textbook-based dialogues	Speaking was assessed individually and practiced through scripted dialogues.
Student Engagement and Motivation	Lack of interactive tasks, passive learning routines	Students were less engaged due to monotonous activities and limited opportunities for real communication.

Based on this analysis, the researchers designed and implemented a classroom action research project aimed at improving speaking skills using the TBLT approach. The action research was conducted in two cycles, each consisting of four key steps: planning, acting, observing, and reflecting.

Implementation of TBLT and Students' Speaking Performance in Cycle 1

In Cycle 1, the research followed the stages proposed by Kemmis and McTaggart, comprising planning, action, observation, and reflection, to enhance students' speaking skills using the Task-Based Language Teaching (TBLT) approach. During the plan stage, the researchers prepared a lesson plan, a speaking assessment rubric, and research instruments. The action consisted of two meetings. In the first meeting, students were introduced to asking and giving directions through visuals and sample dialogues. Following the modified TBLT stages. In the Pre-Task and Task Cycle, they worked in pairs to create and perform role-play conversations. The second meeting continued with a post-task activity involving a group-based map game that encouraged real-time communication and strengthened their use of directional language. A reflection session followed, allowing students to express

challenges and progress. During the observation phase, researchers documented students' active engagement, enthusiasm, and performance through observation sheets and speaking assessments.

Table 2. Students' Learning Score – Cycle 1

Score (X)	Frequency (F)	FX	Minimum Mastery Criterion (70)
57	2	114	Incomplete
63	3	189	Incomplete
67	5	335	Incomplete
70	9	630	Complete
73	3	219	Complete
77	1	77	Complete
80	5	400	Complete
83	1	83	Complete
Total	29	2047	

Table 3. Students' Learning Achievement – Cycle 1

Students' Scores	Number of Students	Percentage (%)
< 70%	10	34.48
≥ 70%	19	65.52

Most students showed enhancement, though time limitations restricted individual speaking opportunities, and some relied too heavily on the sample dialogues. The learning outcome data revealed that 65.52% of students met the minimum mastery criterion, an increase from the initial 31.03%

Implementation of TBLT and Students' Speaking Performance in Cycle 2

In Cycle 2, the plan phase focused on improving the teaching strategy based on the reflections from Cycle 1. The researcher revised the lesson plan using the Task-Based Language Teaching (TBLT) approach, prepared updated speaking rubrics, and developed observation sheets and student worksheets tailored to the targeted learning objectives. During the first meeting, students were introduced to a contextual scenario using a school map and an online spinner (Wheel of Names) to ask and give directions in pairs.

This task cycle involved formulating questions, providing oral responses, and planning dialogue, followed by a reporting session where students performed their conversations and received feedback from peers and teachers. These activities encouraged students to move beyond memorized phrases and engage in more confident and structured speaking. The second meeting continued the implementation phase with a game-based post-task activity called "Find It," where students worked in pairs to give and follow verbal instructions to locate hidden

classroom objects. This engaging and communicative task fostered meaningful oral interaction, enabling every student to practice speaking actively. During the observation stage, classroom behaviors, student engagement, and task completion were recorded using observation sheets. The results showed a strong enhancement in collaboration, participation, and overall enjoyment.

Table 4. Students' Learning Score – Cycle 2

Score (X)	Frequency (F)	FX	Minimum Mastery Criterion (70)
63	1	63	Incomplete
67	1	67	Incomplete
73	4	292	Complete
77	5	385	Complete
80	3	240	Complete
83	2	166	Complete
87	4	348	Complete
90	2	180	Complete
93	2	186	Complete
97	1	97	Complete
100	4	400	Complete
Total	29	2424	

Table 5. Students' Learning Achievement – Cycle 2

Students' Scores	Number of Students	Percentage (%)
< 70%	2	6,9
≥ 70%	27	93,1

The speaking assessment revealed that 93.10% of students achieved the learning target, demonstrating a significant enhancement from Cycle 1. However, a few students still required scaffolding and support to develop independent speaking skills, indicating areas for further enhancement.

Comparison of Students' Learning Mastery: Initial Data, Cycle 1, and Cycle 2

The chart below presents the comparison of students' speaking mastery at three stages: the initial data, Cycle 1, and Cycle 2. In the initial stage, only 31,03% of students achieved the minimum mastery criterion. After the first implementation of the TBLT approach in Cycle 1, the percentage increased to 65.52%, indicating a positive shift. Further refinement of tasks, media, and scaffolding in Cycle 2 resulted in a significant enhancement, with 93.10% of students reaching the mastery level. This upward trend demonstrates the effectiveness of the TBLT method in developing students' speaking proficiency over time.
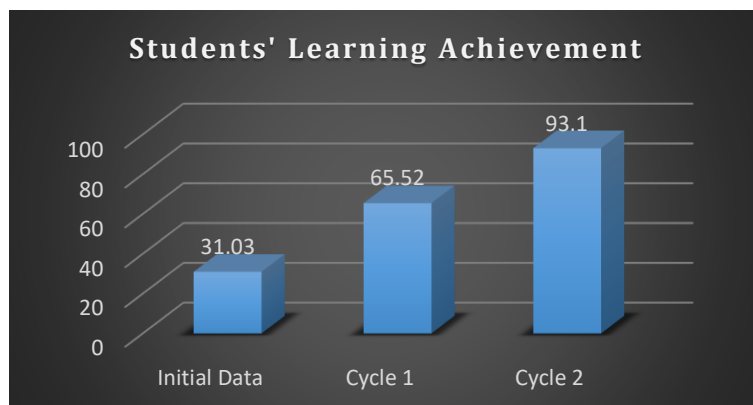
Figure 3. The Comparison of Students' Achievement of Initial Data, Cycle 1, and Cycle 2.

Enhancements In Speaking Skills through TBLT

To gain deeper and more accurate insights into the implementation of the TBLT approach, an interview was conducted with the English teacher at the end of Cycle 2. This interview aimed to explore participants' perceptions, experiences, and challenges during the learning process. The data gathered supported the classroom observations and learning outcomes by providing qualitative evidence on how the TBLT method influenced students' speaking skills. The responses were then analyzed thematically and presented in a table to highlight recurring patterns related to TBLT implementation, student engagement, confidence, and speaking enhancement.

Table 6. Thematic Analysis of TBLT Effect on Speaking Skills

Theme	Code	Explanation
TBLT Implementation	Role play, interview tasks, peer tutoring, facilitator role	Students struggled to convey their thoughts in English and had a small vocabulary.
Student Response to TBLT	Positive, enthusiastic, active participation	Students were more willing and enthusiastic about speaking English.
Motivation and Engagement	Increased confidence and interaction	Students were more motivated and confident, with increased peer interaction.
Speaking Enhancement	Fluency, vocabulary, confidence	Students improved in fluency, vocabulary range, and speaking confidence.

From the table above, the implementation of TBLT involved various activities, including role-playing, interview tasks, peer tutoring, and positioning the teacher as a facilitator. However, during the initial stages, the students face challenges in expressing their ideas in English due to limited vocabulary. Despite this, their response to TBLT was positive. They became more enthusiastic and actively

participated in the learning process. The approach also boosted their motivation, engagement, and enhancement. Students showed confidence and frequently participated with their peers. Most importantly, the implementation of TBLT contributed to clear enhancements in students' speaking skills. Particularly in terms of fluency, vocabulary range, and speaking confidence.

Task-Based Language Teaching (TBLT) Enhances the Teaching and Learning Process in English Language Learning

The implementation of Task-Based Language Teaching (TBLT) demonstrates several positive impacts within the boarding school context. One significant outcome was the enhancement of the students' speaking ability, which occurred not only in the classroom but also outside, such as in the dormitory environment. Despite limited access to technology in the boarding school, particularly the restrictions on mobile phone usage, this challenge was successfully overcome using school-provided projectors. In terms of suitability and sustainability, TBLT has proven to be appropriate for long-term use, due to it provides meaningful learning experiences and promotes continuous enhancement in students' language skills.

For other teachers who want to implement TBLT, it is advisable to design relevant and simple tasks, form appropriate groupings, and provide consistent feedback. Emphasis should be placed on meaningful tasks, effective classroom management, and reflection through feedback at the end of class to ensure successful implementation. The thematic table analysis of the impacts of Task-Based Language Teaching (TBLT) in the teaching and learning process is displayed below.

Table 7. Thematic Analysis of TBLT enhances the Teaching and Learning Process.

Theme	Code	Explanation
Positive Impacts Context	Speaking extended beyond the classroom	Students practiced speaking both in class and in dormitory settings.
Challenges	Limited tech access in boarding school	Restrictions on phone use were mitigated by school-provided projectors.
Suitability and Sustainability	Effective and appropriate for long-term use	TBLT was suitable and beneficial for continued implementation
Advice to Other Teachers	Relevant, simple tasks; appropriate grouping; consistent feedback	Focus on meaningful tasks, proper student grouping, and feedback at the end of each session.

Furthermore, to strengthen the understanding of how TBLT enhances the teaching and learning process, it was reflected through various classroom activities and students' responses. The Evidence was drawn from the reflection of the teacher's journals over two instructional cycles. One of the most prominent outcomes was a

noticeable increase in students' engagement and motivation. From the first cycle, students showed enthusiasm in practicing various communicative tasks. They practised sample dialogues and engaged actively in a map-guiding game designed to teach vocabulary and imperative sentence structures. Highlighting how the TBLT approach supported a student-centred and interactive environment. The engagement was captured in the teacher's reflective teaching journal below.

> "The use of Task-Based Language Teaching successfully engaged learners in the learning of directions, vocabulary, and imperative sentence structures. Learners were interested in practicing dialogues, and group work facilitated communicative use of language. Also, the group game in the second meeting increased their motivation and provided authentic communication practice." (TS' Reflective teaching journal cycle 1, 09 May 2025).

In addition to enhancing students' engagement, TBLT also encouraged more creative and personalized language use. During the second cycle, students began to produce their own sentence structures, moving away from rote structure patterns such as "How do I get to…" and using more authentic expressions like "If I am in the canteen, how can I go to…". This shift demonstrated the enhancement of their ability to apply language meaningfully and independently, as noted in the teacher's journal below:

> "The students showed a greater diversity and higher level of creativity in using language, extending beyond the standard templates learned previously. (TS' Reflective teaching journal cycle 2, 16 May 2025).

Then, TBLT had a direct impact on students' speaking confidence. Activities such as the "Find It" game, where learners followed and gave verbal instructions to locate hidden objects. It provided meaningful contexts for speaking practice. The game created a playful environment where students could experiment with language without fear. This led to increased oral participation, as reflected in the teacher's observation:

> "The 'Find It' game created an environment that augmented oral and auditory capacity, leading to higher confidence levels among students in using English for communicative purposes." (TS' Reflective teaching journal cycle 2, 16 May 2025).

Students who had previously been discouraged from speaking became more willing to express themselves in English. Another positive outcome was the role of peer collaboration in supporting students with lower speaking proficiency. Pair and group work allowed more proficient students to assist their peers. Enhancing classroom inclusivity and mutual support. This strategy proved particularly effective

for building confidence among less proficient students. The reflective journal emphasized this by stating:

> "Peer-teaching could be implemented. It could help the less speaking-skilled students to build their confidence in speaking." (TS's Reflective teaching journal in follow-up planning cycle 2, 16 May 2025).

This indicates that TBLT not only promotes communicative competence but also cultivates a collaborative and supportive classroom culture. Finally, the utilization of interactive technology significantly enhances students' participation and enjoyment. In the second cycle, the use of digital tools such as an online spin wheel and school map made the lessons more dynamic and engaging. Students showed enhanced involvement in classroom discussions. They responded enthusiastically to the technological elements of the tasks. As recorded in the teacher's reflection below.

> "The integration of technology with interactive media significantly increased the level of participation and interaction among students during the teaching-learning process." (TS's reflective teaching journal in self-reflection cycle 2, 16 May 2025).

This suggests that combining TBLT with digital tools enhances both the quality and appeal of language learning. To summarize, the results of this study indicate that TBLT has a positive impact on the English teaching and learning process by increasing student engagement, fostering creativity, building speaking confidence, encouraging peer support, and enriching the classroom experience through the use of interactive technology. These outcomes demonstrate the value of TBLT in creating a communicative, student-centred, and empowering environment for language learners.

Discussion

The results of this study reveal the promising role of Task-Based Language Teaching (TBLT) in enhancing students' speaking skills and the teaching-learning process in a unique context of a private junior high Islamic boarding school. Aligning with prior research (e.g., Nugrahaeni, 2022; Lume & Hisbullah, 2022), the implementation of TBLT led to a substantial enhancement in students' speaking performance. This is evident in the increase in mastery from 31.03% in the initial phase to 93.10% in Cycle 2. This enhancement highlights the potential of TBLT to deliver meaningful, learner-centred instruction that fosters both fluency and confidence.

From a theoretical framework, the results also align with Ellis's (2003) and Willis & Willis's (2007) conceptualization of TBLT as a structured, communicative framework that mimics real-life language use. The pre-task, task-cycle, and post-task stages provided a scaffolded learning environment that encouraged students to use the target language meaningfully. The significant enhancement in students' fluency, vocabulary range, and confidence is reflective of the communicative demands embedded in each task, reinforcing the assumption that meaningful interaction supports language acquisition.

The study also confirms Shen & Ciu's (2019) statement that psychological, linguistic, and environmental barriers hinder speaking development. In the initial observation, students demonstrated limited vocabulary, felt anxiety, and low motivation, challenges that are typical in teacher-centred environments. However, by engaging students in interactive, purposeful activities, TBLT helped mitigate these challenges. Learners transitioned from passive recipients to active participants, illustrating increased motivation and willingness to communicate.

Furthermore, this study contributes to the existing literature by addressing a notable gap in the application of TBLT in boarding school settings. The research demonstrates that despite structural constraints such as restricted access to digital devices, TBLT can be effectively adapted to promote communicative competence. The integration of simple technologies, such as school-provided projectors and offline tools (e.g., "Wheel of Names" and map-based games), allowed tasks to remain engaging and interactive. Proving possibilities that innovation is possible even in low-tech environments.

Additionally, the CAR framework used in this study enabled continuous reflection and refinement across two cycles. The iterative nature of CAR proved instrumental in identifying limitations from Cycle 1, such as students' over-reliance on scripted dialogues, and subsequently improving instructional strategies in Cycle 2 to encourage more spontaneous and original language use. This reflective practice, as highlighted by Burns (2009), is key to enhancing both teaching quality and student learning outcomes.

Despite these successes, the study revealed that some students struggle with complex language tasks, underscoring the need for differentiated instruction and additional scaffolding. These findings align with Braun & Clarke's (2006) suggestion that thematic analysis can reveal nuanced learner needs that may not be immediately evident through quantitative assessments alone. Interviews with the teacher also confirmed the positive shift in learners' behaviour, motivation, and language use beyond the classroom, affirming the transformative potential of TBLT in fostering sustainable language practices.

In practical terms, this study provides evidence-based recommendations for educators in similar educational contexts. TBLT is not only feasible but also effective in constrained boarding school environments. Especially when teachers integrate

relevant, contextualized tasks and provide consistent feedback. As highlighted by the teacher's reflection, careful task selection, strategic grouping, and routine scaffolding are critical to maximizing student engagement and language development.

Conclusion

This study demonstrated the role of Task-Based Language Teaching (TBLT) in enhancing students' speaking skills and the teaching-learning process in a junior high boarding school setting. Through Classroom Action Research (CAR), it was conducted over two cycles. Significant enhancements were observed in students' speaking abilities, particularly in fluency, vocabulary, and overall communication confidence. In Cycle 1, 65.52% of students met the minimum mastery criterion, which increased to 93.10% by Cycle 2, highlighting the positive implementation of the TBLT approach. The integration of real-life tasks and interactive activities fostered active student participation and engagement, resulting in increased language use beyond the classroom context.

Despite these gains, the study identified a few limitations. Time constraints and reliance on scripted dialogues during Cycle 1 impacted students' ability to fully develop independent speaking skills. Additionally, some students required ongoing scaffolding and support to further build their speaking proficiency. The lack of technological resources, such as limited access to devices, was also a challenge in a boarding school context.

For future research, it is recommended that the long-term impact of TBLT on student speaking skills be explored, particularly in settings with diverse educational backgrounds. Further investigations could also focus on refining scaffolding techniques to support students who struggle with more complex instructions, as well as on integrating digital tools to enhance task-based activities.

References

Anggrisia, N., & Robah, A. (2023). Exploring challenges and strategies in English speaking among Indonesian university students: A case study of AKM University. Englisia: Journal of Language, Education and Humanities. https://doi.org/10.22373/ej.v11i1.19156

Azizifard, F. M. (2024). The effect of task-based language teaching on speaking skill. Cihan University-Erbil Journal of Humanities and Social Sciences, 8(1), 65–71. https://doi.org/10.24086/cuejhss.vol8n1y2024.pp65-71

Bohari, L. A. (2024). Psychological barriers to speaking abilities of the English as a foreign language (EFL) students at Global Village Sumbawa, Indonesia. Sehati Journal, 2(1), 23–30. https://doi.org/10.59535/sehati.v2i1.164

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Burns, A. (2009). Doing action research in English language teaching. Routledge.

https://doi.org/10.4324/9780203863466

Busa, J., & Chung, S.-J. (2024). The effects of teacher-centered and student-centered approaches in TOEIC reading instruction. Neveléstudomány. https://doi.org/10.3390/educsci14020181

Chen, G., Zhang, J., Chan, C. K. K., Michaels, S., Resnick, L. B., & Huang, X. (2020). The link between student-perceived teacher talk and student enjoyment, anxiety and discursive engagement in the classroom. British Educational Research Journal, 46(3), 631-652. https://doi.org/10.1002/berj.3600

Creswell, J. W. (2019). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.). Pearson Education, Incorporated.

Creswell, J. W., & Clark, V. L. P. (2017). Designing and conducting mixed methods research. SAGE Publications, Incorporated.

Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.

Emawati, E., Zulfikar, T., Habiburrahim, H., Akmal, S., & Sundusiyah, A. (2024). Locating learner-centered instruction in Islamic boarding schools' classrooms: Prospects and challenges. Jurnal Ilmiah Islam Futura. https://doi.org/10.22373/jiif.v24i1.13284

Hibatulloh, M. F., Arganata, K. L., Latifah, C. N., & Kurniasari, U. (2024). Implementation of teaching speaking using task-based approach in Indonesian secondary school EFL classes: The state of the art. Indonesian Review of English Education, Linguistics, and Literature, 2(1), 50–64. https://doi.org/10.30762/ireell.v2i1.2812

Kayır, G. (2020). Task-based language teaching. In Handbook of research on advancing language equity and inclusion through participatory action research (pp. 83–98). IGI Global. https://doi.org/10.4018/978-1-7998-3146-4.ch006

Larasaty, F., Saraswaty, D. R., Haryanto, E., & Sulistiyo, U. (2024). A systematic review of motivational factors in developing speaking skills among Indonesian EFL learners. PIJED Journal, 3(2). https://doi.org/10.59175/pijed.v3i2.320

Li, L. (2023). An overview on task-based language teaching. Frontiers in Sustainable Development. https://doi.org/10.54691/fsd.v3i10.5672

Lume, & Hisbullah, M. (2022). The effectiveness of task-based language teaching to teach speaking skills. JOLLT Journal of Languages and Language Teaching, 10(1), 85–93. https://doi.org/10.33394/jollt.v10i1.4399

Nugrahaeni, S. M. (2022). Task-based language teaching for enhancing students' speaking ability in junior high school. Globish: An English-Indonesian Journal for English, Education, and Culture, 11(2), 83–91. https://doi.org/10.31000/globish.v11i2

Nunan, D. (2004). Task-based language teaching. Cambridge University Press.

Shen, M., & Chiu, T. (2019). EFL learner's English-speaking difficulties and strategy

use. Education and Linguistics Research, 5(2).

Stringer, E. T. (2013). Action research (4th ed.). SAGE Publications, Incorporated.

Sukmojati, E., & Rahmat, H. (2024). Conquering communication barriers: The English Quarantine Al Badriyah program to enhance speaking skills. Journal of Education, Language Innovation, and Applied Linguistics, 3(2), 134–144. https://doi.org/10.37058/jelita.v3i2.11405

Susanto, S., Sis, N. D., Rafik-Galea, S., & Supasa, A. (2023). From interference to fluency: Analyzing Indonesian students' progress in English oral communication. Elsya, 5(1). https://doi.org/10.31849/elsya.v5i1.10281

Willis, D., & Willis, J. (2007). Doing task-based teaching. Oxford University Press.

Yamagata, S. (2018). Comparing core-image-based basic verb learning in an EFL junior high school: Learner-centered and teacher-centered approaches. Language Teaching Research, 22(1), 65–93. https://doi.org/10.1177/1362168816659784