

The Optimization of English Teaching with the Task-Based Language Teaching Method to Improve Speaking Ability for Eleventh Grade Students

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 <https://doi.org/10.31004/jerkin.v4i2.3133>

ARTICLE INFO

Article history

Received: 2 September 2025

Revised: 25 September 2025

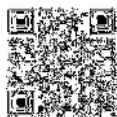
Accepted: 15 October 2025

Kata Kunci:

Pengajaran Bahasa Berbasis
Tugas, Kemampuan
Berbicara, Pengajaran
Bahasa Inggris, Pembelajaran
EFL

Keywords:

Task-Based Language
Teaching, Speaking Ability,
English Teaching, EFL
Learners



ABSTRACT

Penelitian ini bertujuan untuk menguji optimalisasi pengajaran Bahasa Inggris melalui metode *Task-Based Language Teaching* (TBLT) untuk meningkatkan kemampuan berbicara siswa kelas sebelas di Sekolah Menengah Kejuruan Nurul Huda Sukaraja. Penelitian ini menggunakan desain kuasi-eksperimental dengan dua kelompok: kelompok eksperimen yang diajar menggunakan metode TBLT dan kelompok kontrol yang diajar menggunakan metode konvensional. Data dikumpulkan melalui tes lisan dan dianalisis menggunakan SPSS versi 25. Hasilnya menunjukkan bahwa metode TBLT secara signifikan meningkatkan kinerja berbicara siswa. Analisis statistik melalui uji-t independen menunjukkan perbedaan yang signifikan antara kelompok eksperimen dan kontrol ($p = 0,001 < 0,05$). Temuan ini menunjukkan bahwa TBLT merupakan pendekatan yang efektif untuk menumbuhkan kompetensi berbicara dan kepercayaan diri komunikatif siswa di kelas EFL.

This study aimed to examine the optimization of English teaching through the Task-Based Language Teaching (TBLT) method to improve the speaking ability of eleventh-grade students at Vocational High School Nurul Huda Sukaraja. The research employed a quasi-experimental design with two groups: an experimental group taught using the TBLT method and a control group taught using conventional methods. Data were collected through oral tests and analyzed using SPSS version 25. The results revealed that the TBLT method significantly enhanced students' speaking performance. Statistical analysis through the independent t-test showed a significant difference between the experimental and control groups ($p = 0.001 < 0.05$). These findings suggest that TBLT is an effective approach for fostering students' speaking competence and communicative confidence in EFL classrooms.



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How to Cite: Epita Sari, et al (2025). The Optimization of English Teaching with the Task-Based Language Teaching Method to Improve Speaking Ability for Eleventh Grade Students, 4 (2) 7972-7974. <https://doi.org/10.31004/jerkin.v4i2.3133>

INTRODUCTION

Speaking is one of the essential skills in English language learning and plays a central role in communication. In the context of English as a Foreign Language (EFL), speaking ability enables students to express their thoughts, share ideas, and engage in meaningful communication. However, EFL learners often face challenges such as limited vocabulary, low confidence, and lack of authentic speaking opportunities (Zhang, 2021).

Traditional teaching methods, such as grammar-translation and rote memorization, are still common in many classrooms. These approaches focus heavily on grammatical rules and written tasks rather than oral communication, causing students to perform well in writing but poorly in speaking. Consequently, innovative methods like Task-Based Language Teaching (TBLT) have emerged to overcome these issues.

At Vocational High School Nurul Huda Sukaraja, speaking is a crucial component of the English curriculum. However, observations revealed that students struggled with oral expression, often relying on memorized dialogues and showing anxiety during speaking tasks. To address these challenges, TBLT was implemented to promote interactive and authentic learning experiences.

The objective of this study is to determine the effect of the Task-Based Language Teaching method on improving students' speaking ability and to provide evidence-based recommendations for teachers to enhance communicative competence through meaningful classroom tasks.

METHOD

Research Design

This study employed a quasi-experimental design involving two groups: the experimental group (taught with TBLT) and the control group (taught conventionally). Both groups took pre-tests and post-tests to measure their speaking ability before and after treatment.

Population and Sample

The population included all 69 eleventh-grade students of Vocational High School Nurul Huda Sukaraja during the 2024/2025 academic year. A sample of 32 students was selected using purposive sampling: 16 students in the experimental group and 16 in the control group.

Instrumentation

Data were collected using oral speaking tests designed to measure five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and content. The tests were assessed by two raters to ensure inter-rater reliability.

Validity and Reliability

Content validity was established by aligning the test materials with classroom instruction. Reliability was calculated using Cronbach's Alpha, which yielded a coefficient of **0.821**, indicating a high level of internal consistency.

Data Analysis

Descriptive statistics, normality and homogeneity tests, and the independent sample t-test were used to analyze the data using SPSS version 25. The significance threshold was set at $p < 0.05$.

RESULTS AND DISCUSSION

Descriptive Statistics

The pre-test and post-test mean scores indicated substantial improvement in the experimental group.

1. Experimental group: Pre-test = 62.25 → Post-test = 90.50
2. Control group: Pre-test = 62.50 → Post-test = 77.25

These results show that students taught through TBLT improved more significantly than those taught conventionally.

Independent T-Test Results

Table 1. Independent T-Test Results

F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
1.439	0.240	3.498	30	0.001	13.25

The t-obtained value was 3.498 with $p = 0.001 < 0.05$, confirming a significant difference between the groups. This supports the hypothesis that TBLT positively influences speaking ability. The mean difference of 13.25 demonstrates that the TBLT method had a stronger effect on student performance than conventional teaching.

Discussion

The findings indicate that TBLT effectively enhances speaking ability among EFL learners. Students exposed to task-based activities developed better fluency, pronunciation, and confidence in communication. These results align with Majeed (2022) and Ji (2021), who found that TBLT promotes learner engagement and independent learning.

Moreover, the use of authentic, real-world *tasks* allowed students to connect classroom learning to everyday communication scenarios. As stated by Cheng and Zhang (2021), such meaningful interaction reduces speaking anxiety and promotes learner autonomy. Overall, TBLT contributes to developing communicative competence by integrating linguistic, cognitive, and social aspects of language learning.

CONCLUSION

This research concludes that the Task-Based Language Teaching (TBLT) method significantly improves students' speaking ability. The independent t-test showed a notable difference between the experimental and control groups, validating the effectiveness of TBLT in EFL classrooms.

TBLT not only enhances linguistic performance but also encourages learner confidence and motivation. Therefore, English teachers are encouraged to implement TBLT strategies to create dynamic, student-centered classrooms that promote authentic communication.

ACKNOWLEDGMENTS

The researcher would like to express his gratitude to those who have contributed to the implementation of the research and the preparation of this article.

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