



The Impact of Task-Based Language Teaching to Students' Speaking Skill of Domby Kid's Hope

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Abstract. A persistent problem for EFL students is their awkwardness and difficulty in communicating using English in everyday conversation. There are various perceptions as to why this happens but the solutions offered do not necessarily solve it. This is also influenced by, among other things, EFL students' understanding of the topic at hand, which makes it difficult to communicate well and comprehensively. This reason is also the cause of the 5th and 6th grade EFL students of Domby Kid's Hope 1 experiencing stagnation in conversation. Therefore, the research team tried to conduct an experiment by implementing Task-Based Language Teaching with the aim of improving or influencing the quality of their speaking skills in English. Before TBLT was applied, a pre-test was conducted on their speaking ability to see the results of TBLT after it was applied. Then, TBLT was implemented in two phases. The first phase is by giving a topic and then choosing whether to agree or disagree (pro/con). The second phase is to convey the reasons for their choice in front of the class. Other students can also refute and argue with the reasons. The result of the implementation of TBLT was that the students were able to convey their arguments well although there were still minor errors in grammar and pronunciation.

Keywords: TBLT, Speaking Skills, EFL Students

INTRODUCTION

Domby Kid's Hope is a non-profit NGO in the form of a Child Development Center (PPA) initiated by Yayasan Pelita Bangsa Jogja in collaboration with Compassion International. The purpose of Domby Kid's Hope is to provide education for children who come from economically disadvantaged families. In general, the lessons that children get at Domby kid's Hope are the same as those received at school, but children are also provided with additional lessons in developing talents and interests. A number of additional lessons provided include math, English, music, swimming, dance, futsal, personality mentoring, crafts, drawing, culinary and so on. In addition, once a few months a tour or study tour is held to increase children's knowledge and insight.

Although the average learner in Domby comes from a family with a middle to lower economy, economic limitations should not make students lack in learning English. Learning such as guidance is carried out regularly every afternoon, and easy access to English learning in media such as Youtube and other applications on smartphones that are very interesting and varied. However, due to the lack of motivation of students and the lack of a conducive learning atmosphere, their English language skills are still very lacking. In fact, mastery of English is an absolute skill that must be possessed today. Mastery of English is very important because it can help gain access to information and

knowledge. In addition, good English skills can make it easier to communicate with many people from various countries. Of course, this can help them have a wide network of relationships. As the technology advances to the next level, English becomes major instruments in global conversation [1]. At some basic levels, the students are able to make some simple sentences. However, it becomes problem when they have to construct those simple sentences into paragraphs and in the conversation. Therefore, a new method needed to be implemented. The researchers thought that TBLT could do more on this situation.

According to Bula-Villalobos and Murillo-Miranda [2] task-based learning or often also called task-based language teaching (TBLT) focuses more on assignments developed by students so as to create student-centered learning and provide many opportunities for open discussion. The main benefits of applying the TBLT method in language teaching are:

1. **Improving Language Skills:** TBLT focuses on communicatively relevant tasks, such as discussing, composing presentations, or writing letters. This helps students to develop language skills in a natural and integrated way. These tasks mimic the ways language is used in everyday communication, making the learning experience more authentic and functional. By focusing on tasks that are communicatively relevant, students are encouraged to use the target language actively, allowing them to develop their speaking, writing, listening, and reading skills in a practical and integrated manner. This approach helps learners naturally acquire language structures and vocabulary as they engage in purposeful communication, rather than learning through isolated drills or rules. As a result, students can improve their language proficiency while building confidence in real-life situations.

2. **Encourages Active Engagement:** By providing challenging tasks, TBLT encourages students' active engagement in the learning process. They have to use the target language to complete these tasks, which can increase motivation and participation. Unlike traditional methods that may rely on passive learning, such as rote memorization or repetition, TBLT demands students to take an active role in their learning. They are tasked with solving real-world problems, completing group projects, or performing communicative activities where they must use the language meaningfully and effectively. This interactive approach keeps learners focused and involved, as they have to apply their language knowledge in practical situations. Moreover, the challenge of completing these tasks successfully can heighten students' motivation, since the relevance and immediacy of the task gives them a tangible sense of accomplishment. By engaging in the tasks, students not only improve their language skills but also gain confidence in using the language, fostering deeper participation and interest in the learning process.

3. **Improving Communication Skills:** Through TBLT, students are given the opportunity to practice communicating in real situations relevant to their daily lives. This helps them improve their speaking, listening, reading and writing skills in the target language. Instead of focusing solely on grammar rules or vocabulary in isolation, TBLT immerses learners in tasks that mirror real-life situations, such as having a conversation, solving problems, reading articles, or writing emails. These tasks are designed to be directly applicable to daily life, allowing students to develop language skills that they can immediately use in authentic settings. By regularly engaging in these communicative tasks, students sharpen their speaking, listening, reading, and writing abilities in a way that feels natural and relevant. For instance, through discussions, they improve their conversational fluency and listening comprehension; through written tasks, they refine

their ability to express thoughts clearly and correctly in writing. This holistic approach helps learners not just to improve individual language skills, but also to integrate these skills seamlessly, enhancing their overall communicative competence in the target language.

4. **Facilitates Integrated Learning:** TBLT allows for the natural integration of language skills, where students can use the skills they learn from different aspects of the language to complete given tasks. Rather than isolating speaking, listening, reading, and writing into separate activities, TBLT combines these skills within real-world tasks, helping students develop a well-rounded proficiency. For instance, when tasked with preparing a presentation, students might first research and read about a topic, then discuss it with peers, listen to feedback, and finally write and deliver the presentation. In this way, the learning process becomes seamless, with each skill reinforcing the other. This integration mirrors how language is used in real life, where communication often involves multiple skills at once. By completing tasks that require the use of different language abilities in concert, students are better able to transfer what they've learned in one area (e.g., reading comprehension) to another (e.g., speaking). This approach ensures that learners can not only understand the target language but also use it effectively in varied and practical contexts.

5. **Enhances Learning Independence:** Through TBLT, students are given the responsibility to complete tasks on their own. This promotes the development of learning independence and self-directed learning skills that are essential for their academic growth. By giving students the responsibility to complete tasks on their own, TBLT helps them develop autonomy in their learning process. Instead of relying solely on the teacher for guidance or answers, students must use their problem-solving skills, apply what they've learned, and actively seek solutions. This fosters a sense of accountability and independence, as learners are required to manage their time, make decisions, and navigate challenges as they work through the tasks. This self-directed approach not only builds confidence in their ability to use the target language but also cultivates essential skills such as critical thinking, initiative, and resourcefulness. These abilities are key to academic growth, as students become more equipped to learn beyond the classroom, set personal learning goals, and continue improving their language skills independently. By promoting learning independence, TBLT helps students become lifelong learners, capable of adapting to new challenges and contexts.

6. **Relevance and Practicality:** TBLT creates a relevant and practical learning environment by focusing on tasks that can be applied in everyday life, both in social and professional contexts. This approach ensures that the language skills acquired are not just theoretical but are integrated into real-world scenarios, enhancing their usefulness. By emphasizing tasks that mirror social interactions and professional situations, TBLT prepares learners to navigate both personal and workplace environments effectively. This practical focus not only motivates learners by showing the immediate relevance of their studies but also equips them with essential communication skills necessary for success in various contexts. Ultimately, TBLT bridges the gap between language learning and its application, creating a more engaging and impactful educational experience.

7. **Promotes Collaboration:** TBLT encourages collaboration between students, which can enhance their ability to work in teams, share ideas and solve problems together. Through group tasks and activities, students are encouraged to share their ideas, perspectives, and strategies, which not only enriches their understanding of the subject matter but also cultivates a sense of community within the classroom. As they engage in

discussions and joint problem-solving, students learn to appreciate diverse viewpoints and develop critical thinking skills. Moreover, working collaboratively on tasks prepares students for real-world situations where teamwork is often essential, such as in professional settings or community projects. They gain valuable experience in navigating group dynamics, distributing roles, and collectively addressing challenges, which enhances their overall problem-solving abilities. Ultimately, TBLT's emphasis on collaboration not only contributes to language acquisition but also equips students with the interpersonal skills necessary for success in both academic and professional environments.

8. Encourages Reflection and Evaluation: After completing a task, students can reflect on their experience, noticing strengths and weaknesses and identifying areas that need improvement. This helps them become more aware and reflective learners. This reflective process allows students to analyze their experiences critically, encouraging them to identify their strengths and weaknesses in language use and task performance. By considering what aspects of the task they executed well and where they faced challenges, students can gain valuable insights into their individual learning styles and preferences. Furthermore, this self-assessment promotes a deeper understanding of the learning process. As students recognize areas that require improvement, they become more proactive in setting goals for their future learning. This may involve seeking additional practice in certain language skills, adjusting their approach to similar tasks, or collaborating with peers for further support. The reflection process nurtures metacognitive skills, enabling students to think about their own thinking and learning. This heightened awareness transforms them into more reflective learners who take ownership of their educational experience. By fostering a culture of reflection, TBLT not only enhances language proficiency but also cultivates lifelong learning habits, empowering students to adapt and grow in various learning environments. Ultimately, the combination of task completion and reflective practice equips students with the skills to assess their progress continuously and make informed decisions about their learning paths.

Based on Nunan, TBLT has successfully strengthen principles and practices pedagogically. TBLT focuses on the learning through communication by using target language [3]. Therefore, the students will experience the process of learning as part of the dynamic language enhancement. Furthermore, Marsakawati [4] explained that this "task" is intended as a learning process and not solely as an assessment instrument. In this "assignment", it is hoped that students will be able to establish structured and dynamic communication so that not only the linguistic aspect is pursued but also other things that are integrated in their lives. As stated by Smith in Maulana, English language learning will be more successful if it involves the meaningful situation or contexts whereas the students' natural learning capabilities can be facilitated and nourished [5].

METHODS

Related to the implementation of TBLT, there are four characteristics which is stated by Willis cited by Nopita. Firstly, TBLT equips the students with more exercises to get used to the target language. Next, TBLT allows students to propose their

presumption and dare to test them out. Third, TBLT framework gives the teacher or lecturer more flexibility. Lastly, TBLT grants the teachers more choices and create more dynamism within the classroom [6]. Furthermore, the framework consists of three stages. The first is pre-task stage that covers the introduction of topic and the task brief. The teacher shares the objectives of the students towards the task phase and provides specific instruction on what they have to do. The pre-test itself covers a sample of the task. The second is task phase. In this phase the students will complete the task and the teacher observes and supervises the task. Afterwards, the students will present the result of the task. The last stage, the teacher will do the review and comment of the result [6]. By doing the task, the students will focus on the practice also. The students will use any means to support them in order to finish the task.

There are also several aspects regarding to the TBLT implementation in the classroom in order to make the students eager to speak communicatively. First, every lesson must include a topic that the students are familiar with, according to the teachers. In order capture students' interest and encourage them to utilize the language in their daily lives, the topic should be related to real-world tasks. Second, Teachers must clearly advise students on what is expected of them throughout the task phase and communicate expectations before the students begin the task. Giving them a model of the task, they will perform is part of it. Third, Students are allowed the freedom to choose how they want to complete the work. The task's outcome is what matters, not if they employed a certain language form to finish it. At this point, the teacher can assign the class to work in groups or in pairs. As previously said, the teachers' responsibility in this situation is to watch and keep an eye on the assignment completion. For instance, students are free to select the setting, such as a hospital, a public area, etc., if their teachers urge them to start a dialogue on providing directions. It will inevitably broaden their vocabulary and enhance their comprehension of appropriate language usage in specific social contexts. Fourth, Once the students have completed the assignment, the teachers ask them to get ready for an oral presentation. They would act out their talk in front of the class, for instance, if they were instructed to start a dialogue about how to offer directions. Fifth, as a pair or group of students work on their assignment, other students focus in on the conversation. Sixth, Following the conclusion of a presentation, teachers and students have an oral discussion on the exchange. It might have to do with the previously discussed components of communication skill. For example, the teachers and the students debate about the forms of the language and the terminology used which relate to linguistic competence, the social framework of the language used, the students' understanding about the conversation [6].

Based on the explanation above related to the implementing TBLT, the researchers conduct the pre-test to measure the necessary program based on the need of the students. The pre-test was conducted by giving questions to each student and answered directly. Each student got a different question but with the same quality. The purpose of this pre-test was to see the students' ability to respond to questions in English and how they organize their answers to these questions. After conducting the pre-test, the implementation of TBLT was carried out with 2 phases with a focus on improving students' speaking skills. The first phase was to give students a topic to choose whether they agreed or not. The next phase was to divide them into agree and disagree groups. Then, each of them will give reasons and arguments for their answers. In the process of these two phases, they are prohibited from using any language other than English. The

research team acted as a companion, especially when students did not understand or had difficulty with vocabulary.

RESULTS AND DISCUSSION

The researchers conducted the pre-test first before implementing the TBLT method. The pre-test consists of five questions. Those questions are related to their daily life, such as:

- Where is your school?
- What is your parents' job?
- How do you go to school?
- Why you have to wear uniform at school?
- When do you go to bed?

The results of the pre-test showed a quite alarming condition. Out of a total of 15 students, 6 students failed to understand the question, 5 students were able to understand the question but had difficulty answering, 3 students were able to understand the question and could answer with simple sentences, while only 1 student was able to understand the question and answer quite well. While answering the questions for the pre-test, the students expressed their confuse and often looked at their friends as if searching for help and answer.

After administering the pre-test, the next phase of the research involved engaging the students in three different topics, each intended to provoke thoughtful discussion and evaluate their critical thinking skills.

The first topic was centered around the issue of allowing students to bring smartphones to school. This subject aimed to gauge the students' understanding of school rules and regulations, exploring whether they could balance the practical benefits of smartphones with the disciplinary framework of the school environment. The researchers were particularly interested in seeing how students reasoned through the pros and cons of this issue. As a result, nine students expressed their support for allowing smartphones, while six others voiced their disagreement, showcasing a division in perspectives.

The second topic addressed the act of giving money to beggars on the street. This discussion was designed to tap into the students' sense of social responsibility, empathy, and their awareness of government regulations concerning such acts. It required them to think not only from a critical standpoint but also from a humanitarian perspective, encouraging them to consider the impact of their actions on society as a whole. This topic generated a significant shift towards agreement, with twelve students supporting the idea of giving to beggars, while three disagreed.

The final topic explored the ethics of helping friends with homework, focusing on whether such assistance could be seen as a form of risk-taking that might contravene academic integrity. The goal was to assess students' perceptions of collaboration versus the potential negative consequences of such actions. The responses were closely divided, with eight students in favor of helping their peers and seven against it, revealing the complexity of the issue and how students weighed personal relationships against academic responsibility.

Table 1. Result Of First And Second Phases

Topics	Agree	Reason	Disagree	Reason
Bring the smartphone to school	9 students	<ul style="list-style-type: none"> ● Call parents ● Tell parents about coming home earlier ● Asking to bring the things left behind 	6 Students	<ul style="list-style-type: none"> ● Distract the study ● Lost ● Seized by teacher
Giving money to street beggar	12 students	<ul style="list-style-type: none"> ● Good deeds ● Feeling sympathetic 	3 students	<ul style="list-style-type: none"> ● Forbidden by the govt. ● Make them lazy ● Being scared
Help friend's homework	8 students	<ul style="list-style-type: none"> ● In the name of friendship ● Not all students are perfect 	7 students	<ul style="list-style-type: none"> ● Homework is a personal assignment ● Scolded by teacher.

In the initial phase of the activity, students appeared to have a solid understanding of the context, enabling them to provide answers based on their individual perspectives. Upon completing this phase, they progressed to the second stage, where they were organized into groups according to their previous responses.

In the first discussion topic, which revolved around the use of smartphones, 9 students expressed agreement, while 6 voiced disagreements. Following this division, each group discussed and provided justifications for their respective stances. The group in favor of using smartphones argued that they serve practical purposes, such as calling parents to arrange pickups, notifying them when leaving school early, or requesting forgotten items to be brought back. On the other hand, the group opposed to smartphone use contended that such devices would likely lead to distractions from academic responsibilities.

Moving on to the second topic—whether or not to help the poor—students who agreed felt that it was a moral obligation, often citing parental teachings as their motivation. In contrast, those who disagreed argued that giving money to beggars is not appropriate, possibly hinting at cultural or ethical restrictions against such actions.

In the final topic of discussion, students who supported the idea of helping friends with assignments believed it was a positive action, emphasizing the hope for reciprocity in the future. However, the dissenting group maintained that homework is an individual responsibility, suggesting that they would refrain from completing assignments on behalf of others.

By answering the questions and discussing various topics, the students are gradually able to use English with increasing confidence. Building this kind of confidence is a crucial aspect of learning a foreign language, especially for EFL (English as a Foreign Language) students, as it helps them overcome their initial hesitation and anxiety in communicating in the target language. One of the greatest challenges for learners is the fear of making mistakes or not knowing the right words to use, which often leads to silence or a reluctance to participate. However, as the students' progress and begin to answer questions, this fear slowly diminishes, giving way to more active participation.

As students engage in more speaking activities, their vocabulary begins to improve significantly. Initially, many of them struggle with basic sentence construction, finding it difficult to form coherent thoughts as they attempt to translate from their native language

into English. In the early stages, they often find themselves translating word-for-word, which can lead to awkward phrasing or grammatical errors. Nevertheless, as time goes on and they become more accustomed to thinking in the target language, the process becomes more fluid and natural. They begin to use English more spontaneously, showing a marked improvement in their overall speaking ability.

When comparing the pre-test results to the outcomes of classroom discussions and activities, it becomes clear that the students have shown notable progress. This improvement is particularly evident in their increased fluency and willingness to participate in discussions, even if their accuracy still needs further refinement. Although this implementation of Task-Based Language Teaching (TBLT) was limited to just one meeting, the results clearly demonstrate its effectiveness. By focusing primarily on communication and fluency, the students are given the opportunity to engage with the language in meaningful ways, without being bogged down by complex grammatical rules.

In the initial stages of TBLT, grammar is deliberately set aside to encourage students to focus on speaking and expressing their thoughts. The idea is to build fluency first, allowing students to gain confidence in their ability to communicate, even if their sentences are not perfect. That said, the researchers do provide gentle reminders about basic sentence structures, such as the use of subjects and verbs, to help guide students in the right direction. Over time, this foundation will enable learners to develop more accurate and complex sentence forms, but for now, the focus remains on fluency and comprehension.

To be honest, the students' speaking skills are still far from perfect. Many continue to make errors, and some are hesitant when speaking for longer stretches of time. However, considering where they started, the improvement they've shown thus far should be recognized and appreciated. Even though their speech is not yet flawless, the strides they have made in terms of vocabulary growth, sentence formation, and overall confidence mark a significant milestone in their language learning journey. With continued practice and more opportunities to use the language in real-world situations, their skills will undoubtedly improve further.

CONCLUSIONS

The impact of Task-Based Language Teaching (TBLT) on the students' speaking skills has revealed a very promising development. Initially, during the pre-test, many students struggled to even comprehend the questions being asked. A significant number of them were unable to provide coherent responses, and only a few students could answer the questions accurately and with confidence. This demonstrated the challenges they faced in both understanding and responding in English. However, once TBLT was implemented, and students were given specific topics to discuss, a noticeable improvement in their English comprehension emerged.

With the focus shifted toward real-life communication tasks, students gradually started becoming more comfortable with the language. They no longer hesitated or feared making mistakes when speaking in English. One of the key factors contributing to this change is the requirement to use the target language actively during the tasks. As students saw their peers attempting to speak English, it created a positive, encouraging environment. This mutual encouragement fostered a collaborative learning atmosphere, which in turn motivated each student to practice speaking English more frequently and confidently.

In this supportive context, grammatical accuracy was temporarily set aside, allowing the students to prioritize fluency and comfort in expressing themselves in English. This approach helped to break down the psychological barriers they had regarding the language, leading to an increase in both their confidence and willingness to engage in conversation. As time went on, these students began to speak English with greater self-assurance. This growing confidence is a strong indicator of a successful learning process, as it demonstrates that the students are becoming more comfortable using the language in practical situations.

Furthermore, the continuous application of TBLT is likely to yield even better results in the long run. By regularly engaging in task-based activities that encourage spontaneous speech, students will not only improve their fluency but also begin to pay more attention to grammatical correctness as they gain more proficiency. It is hoped that, with consistent practice and the sustained use of TBLT, the students will experience significant improvements in their speaking skills, ultimately becoming more competent and effective English speakers.

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