

The Impact of Task-Based Language Teaching on Learners' Speaking Proficiency and Confidence

Tri Septiana Kurniati¹*, Margana², Endang Nurhayati³,
Jeane Tuilan⁴, & Ahmad Tauchid⁵

Abstract

Speaking proficiency and confidence are essential components of communicative competence, particularly in English for Specific Purposes (ESP) contexts where learners must perform authentic spoken tasks. While Task-Based Language Teaching (TBLT) has been widely recognized for promoting real-world language use, most research has tended to emphasize either linguistic development or affective outcomes. This study investigates how TBLT contributes to both speaking proficiency and speaking confidence among undergraduate ESP learners. Conducted over one academic semester, the research involved 65 university students in Indonesia who participated in structured TBLT activities integrated into their regular curriculum. Data were collected through speaking performance assessments and self-report questionnaires on speaking confidence. Paired-sample *t*-tests using SPSS version 26 were employed to compare learners' performance before and after the intervention. The findings

Received: 14 July 2025
Received in revised form: 30 September 2025
Accepted: 14 October 2025

¹ Corresponding Author: Dr., English Language Education Department, Faculty of Languages, Arts and Cultures, Yogyakarta State University, Yogyakarta, Indonesia;
ORCID ID: <https://orcid.org/0009-0008-3496-041X>; Email: triseptiana.2019@student.uny.ac.id

² Prof. Dr., English Language Education Department, Faculty of Languages, Arts and Cultures, Yogyakarta State University, Yogyakarta, Indonesia;
ORCID ID: <https://orcid.org/0000-0002-7680-641X>

³ Prof. Dr., English Language Education Department, Faculty of Languages, Arts and Cultures, Yogyakarta State University, Yogyakarta, Indonesia; ORCID ID: <https://orcid.org/0000-0003-2866-9120>

⁴ Dr., English Language Education Department, Faculty of Languages and Arts, Manado State University, Minahasa, Indonesia; ORCID ID: <https://orcid.org/0000-0002-7467-1996>

⁵ Dr., English Language Education Department, Faculty of Teacher Training and Education, Duta Bangsa University, Surakarta, Indonesia; ORCID ID: <https://orcid.org/0000-0002-8216-7263>

revealed that TBLT had a positive and meaningful effect on both dimensions, enhancing learners' fluency, vocabulary use, and interactional skills while also increasing their willingness to communicate and reducing anxiety. These outcomes indicate that TBLT supports the development of both technical language ability and psychological readiness, fostering a supportive environment where learners can actively participate and grow in their spoken English. The study offers practical insights for educators seeking to implement communicative, learner-centered approaches and emphasizes the value of integrating TBLT into ESP instruction to strengthen learners' speaking competence and confidence simultaneously.

Keywords: speaking confidence, speaking proficiency, task-based language teaching

1. Introduction

Speaking remains a core component of communicative competence in English language learning, especially within the framework of English for Specific Purposes (ESP), where learners are expected to perform authentic tasks relevant to real-world contexts. As communicative competence involves both fluency and the ability to convey meaning effectively, pedagogical approaches must support not only the mastery of linguistic forms but also active participation in spoken interaction (Huang, 2024; Menggo & Gunas, 2022). Task-Based Language Teaching (TBLT) has gained prominence as an instructional method that focuses on meaning-driven interaction through task completion, encouraging learners to use language purposefully (Diert-Boté, 2022). Grounded in second language acquisition (SLA) theories, TBLT shifts the focus from rote learning to communicative use, thereby aligning well with learner-centered education (Akman & Senemoğlu, 2023; Morales & Vaca-Cárdenas, 2023; Thu, 2023). In contexts where speaking ability is critical for academic and professional engagement, TBLT offers a compelling pedagogical alternative to traditional grammar-based approaches.

The development of oral proficiency is closely tied to learners' confidence in using the language, especially in settings that require active verbal interaction. Many learners, despite having adequate vocabulary and grammar knowledge, often remain hesitant to speak due to anxiety and lack of self-assurance (Salimi & Hasheminasab, 2023; Suadi, & Mensah, 2025; Tauchid, 2025; Zohrabi & Jafari, 2020; Zohrabi & Bimesl, 2022). This hesitation can undermine both fluency and accuracy, making it essential to adopt methods that nurture both technical skill and psychological readiness. TBLT encourages repeated use of target language structures in meaningful contexts, which supports increased automaticity and reduced anxiety (Crookes & Ziegler, 2021; Gywali, 2023; Lume & Hisbullah, 2022). In ESP contexts, where learners are expected to perform specific communicative tasks, integrating speaking tasks into instructional design is especially important. Approaches that foster both performance and confidence in speaking can help learners respond more effectively to academic or workplace communication demands.

Several studies have addressed the value of TBLT in developing oral skills.

Tavakoli and Rezazadeh (2019) explored TBLT's role in improving fluency and interaction, while Iswara et al. (2025) focused on speaking performance through dialogic tasks. Majeed (2022) examined learners' attitudes toward task-supported instruction, and Asuan (2023) assessed the use of TBLT in structured classroom environments. Davis and Tahrin (2022) analyzed collaborative tasks to support peer engagement and vocabulary development. However, most of these works tend to emphasize either linguistic outcomes or affective experiences without jointly addressing both dimensions. Little has been explored regarding how task-based instruction simultaneously supports speaking proficiency and speaking confidence in integrated classroom settings. This study aims to assess the degree to which TBLT influences learners' spoken performance and self-perceived confidence.

This study uses classroom-based data from learners who engaged in purposeful speaking tasks under structured instructional settings. The results serve to clarify how task completion encourages language production while also enabling students to become more comfortable in spoken interaction. From a theoretical standpoint, the analysis extends insights into the communicative orientation of language pedagogy and its effect on both output and internal states. In classroom practice, it illustrates how integrated tasks help learners engage in meaningful communication while fostering a positive perception of their own abilities. For instructors, these insights present options for designing task-based lessons that align with the communicative needs of learners preparing for professional or academic tasks in English.

This research contributes to the field by providing data-driven evidence of the dual impact of TBLT on speaking proficiency and speaking confidence. Unlike prior works that separated linguistic outcomes from affective elements, this study contributes a unified perspective, offering a more complete picture of TBLT's influence on oral performance. The contribution lies in its ability to inform both researchers and educators on how task-oriented lessons can support not only technical fluency but also motivational readiness. These insights contribute to the broader discourse on ESP instruction and enhance current understanding of how integrated methods affect learner outcomes in speaking.

Hypotheses

H₁: Task-Based Language Teaching (TBLT) significantly improves learners' speaking proficiency.

H₂: TBLT significantly improves learners' speaking confidence.

2. Literature Review

TBLT is gaining growing recognition as a highly effective method of instruction that focuses on authentic communication and practical language application, especially within ESP settings. Rooted in communicative language teaching principles, TBLT is structured around the completion of tasks that closely resemble authentic communicative activities. These tasks are designed to elicit spontaneous language use and foster fluency by engaging learners in purposeful language practice that goes beyond rote memorization or mechanical drills. The theoretical basis of TBLT underscores the importance of learner engagement, interaction, and contextualized input, all of which contribute to the internalization of language forms. In particular, TBLT promotes both linguistic competence and the affective dimensions of language learning, such as learner motivation, self-efficacy, and willingness to communicate. Several scholars have emphasized the positive outcomes of TBLT implementation in ESP classrooms, especially regarding the development of learners' speaking proficiency and confidence (Asuan, 2023; Ayiz & Tauchid, 2025; Sabaruddin & Melati, 2022; Ubaedillah et al., 2021). These outcomes are especially beneficial in settings with limited chances for genuine English communication, positioning TBLT as an effective method to connect classroom instruction with practical language use.

One of the defining strengths of TBLT lies in its ability to facilitate practical and interactive speaking opportunities within classroom settings. Unlike traditional methods that may focus on isolated grammar points or repetitive drills, TBLT situates language use within meaningful contexts, enabling learners to participate in activities that reflect real-world communication. This alignment between task content and learners' communicative needs enhances both the relevance and the efficacy of classroom instruction (Derakhshan & Park, 2026; Khasanah, 2023; Li, 2023; Xuan

et al., 2026). For instance, tasks such as problem-solving discussions, role plays, and collaborative projects demand spontaneous verbal expression, negotiation of meaning, and turn-taking, all of which are vital for enhancing speaking abilities. Scholars have emphasized that the communicative nature of TBLT fosters learners' ability to organize thoughts coherently, use appropriate vocabulary and structures, and gain control over fluency and pronunciation (Chen, 2024; Fan, 2024; Keller et al., 2023). Moreover, the task-based classroom provides a low-anxiety environment where students feel supported in experimenting with the language, which is particularly important in building learners' confidence in speaking. These real-time exchanges not only improve learners' linguistic output but also enhance their sense of achievement and communicative competence. In situations where students might hesitate to speak due to fear of making mistakes or lack of confidence, the structured yet flexible nature of TBLT offers a safe and motivating space for oral language practice.

Task repetition, a core component of TBLT, has also been identified as a pedagogical tool that significantly contributes to fluency development. By giving students opportunities to perform the same or similar tasks multiple times, educators can create conditions for language consolidation, enhanced accuracy, fluency, and smoother delivery. This recursive process allows learners to focus first on message content, and later refine their language forms and pronunciation in subsequent repetitions. Such scaffolding is especially effective for ESP learners who may initially struggle with spontaneous speech production. Research highlights that repeated task performance not only reduces cognitive load but also enables deeper processing of lexical and grammatical forms, thereby leading to more automatic language use (Karlinda & Srivastava, 2025; Pham, & Pham, 2025, Suzuki & Hanzawa, 2021). In addition to linguistic benefits, task repetition has affective implications: as students gain familiarity with the content and language demands of a task, their confidence increases, and anxiety diminishes. Learners often perceive these repeated performances as opportunities to demonstrate progress, which reinforces their belief in their own communicative abilities. Furthermore, when paired with peer or teacher feedback, task repetition becomes a powerful means of language refinement and confidence-building. Therefore, the integration of task repetition in TBLT aligns with

both cognitive and emotional principles of SLA, making it an effective strategy for promoting fluency and reducing communication apprehension.

The influence of TBLT on students' speaking confidence has gained growing attention in language education research. Confidence, closely associated with the willingness to communicate, is essential for effective language learning, especially in speaking, which is commonly seen as the most anxiety-provoking skill. TBLT has been shown to bolster learners' confidence by providing structured opportunities to use language in purposeful and socially meaningful ways. As learners successfully complete communicative tasks, they begin to perceive their performance as evidence of growing competence, which in turn strengthens their confidence. Studies conducted by Akram and Saadat (2024), Cadiz-Gabejan (2021), Ehsanifard et al. (2020), and Fenyi et al. (2023) all underscore the relationship between task-based instruction and enhanced self-perception in speaking ability, that is, how they evaluate their own competence and confidence as English speakers. These findings indicate that engaging in TBLT tasks not only helps learners develop communicative competence but also positively influences their emotional responses to speaking in English. The interactive nature of TBLT—through pair work, group discussions, and task-based presentations—encourages learners to support each other, reducing social pressure and allowing for risk-taking in language use. Such collaborative dynamics foster a sense of community and peer validation, which further contributes to the development of learners' confidence. In essence, TBLT provides both the structure and the flexibility needed for learners to gradually build their confidence through repeated and meaningful practice in supportive environments.

In addition to improving proficiency and confidence, TBLT fosters an educational environment characterized by learner autonomy, peer collaboration, and teacher facilitation. This shift from teacher-centered to learner-centered instruction encourages students to take responsibility for their learning, make linguistic choices during task completion, and reflect on their own progress. Educators such as Harefa and Ndruru (2022), Pratiwi et al. (2021), and Sabaruddin and Melati (2022) have argued that this active participation leads to more sustained engagement and better learning outcomes. In TBLT classrooms, the teacher adopts the role of a facilitator, guiding learners through the task cycle while offering strategic feedback and

encouragement. This teacher-student relationship fosters an atmosphere of mutual respect and shared responsibility, which is particularly beneficial in promoting learners' willingness to speak. Moreover, learner autonomy is reinforced through the use of tasks that simulate real-world functions, such as conducting interviews, giving directions, or debating current issues. Such tasks demand that students negotiate meaning, clarify misunderstandings, and make decisions—all of which promote deeper cognitive processing and personal investment in communication. Consequently, the supportive environment cultivated by TBLT not only enhances speaking ability but also nurtures the psychological readiness required for effective communication.

Furthermore, the emotional and psychological dimensions of language learning—such as motivation, anxiety, and learner beliefs—are essential in understanding the effectiveness of TBLT in improving speaking abilities. Learners often enter the classroom with pre-existing attitudes toward English that shape their participation and persistence. TBLT, by providing repeated opportunities for success through achievable communicative tasks, helps reshape these attitudes and fosters a sense of agency. Research by Cadiz-Gabejan (2021), Ehsanifard et al. (2020), and Ubaedillah et al. (2021) shows that learners who experience success during task completion tend to view themselves more positively as language users, leading to sustained motivation and greater confidence in speaking. This is especially important in ESP settings, where learners may lack regular exposure to English outside the classroom. Through TBLT, students become more aware of their progress, and their belief in the value and relevance of language learning is reinforced. This metacognitive awareness, combined with the motivational boost of successful task performance, encourages learners to take more risks in speaking and to persevere through challenges. Ultimately, TBLT supports language learning by targeting both mental processes and emotional factors, making it a comprehensive approach to developing communicatively competent and confident language users.

3. Methodology

3.1. Research Design

This study employed a quasi-experimental pretest–posttest design to examine the effects of Task-Based Language Teaching (TBLT) on students’ speaking proficiency and self-confidence. The design measured changes in learners’ performance and perceptions after the integration of TBLT tasks into regular instruction. Speaking proficiency was assessed through structured pretest and posttest speaking tasks, evaluated with an analytic rubric adapted from established university-level assessment models. The rubric included five key components: fluency, grammatical accuracy, vocabulary use, pronunciation, and clarity of idea expression. In parallel, students’ self-confidence was investigated using a Likert-scale questionnaire administered before and after the intervention. This instrument was developed to capture learners’ perceptions of their speaking ability in classroom contexts, with particular attention to affective dimensions such as anxiety, spontaneity, and comfort during peer interaction.

3.2. Participants

The study involved 65 undergraduate arts majors (see Table 1) enrolled in an ESP course at an Indonesian institution. Participants were selected through purposive sampling based on course enrolment, ensuring consistent exposure to the same instructional content and classroom activities. Participation was voluntary, and all students completed both the pre- and post-intervention assessments, allowing the study to capture the longitudinal impact of the intervention on the same cohort. Prior to the intervention, students’ English proficiency was assessed using the Oxford Quick Placement Test (OQPT), which confirmed that they ranged from beginner to lower-intermediate levels and provided an internationally benchmarked baseline of language ability. In addition, speaking proficiency was evaluated through structured pretest and posttest speaking tasks, scored with an analytic rubric adapted from established university-level assessment models, focusing on fluency, grammatical accuracy, vocabulary use, pronunciation, and clarity of idea expression.

Table 1
Participants' Demographic Information

Variable	Category / Range	N	%
Total Participants	—	65	100%
Age	18–19 years	28	43.1%
	20–22 years	37	56.9%
Gender	Female	42	64.6%
	Male	23	35.4%
Academic Major	Arts	65	100%
Academic Degree	Undergraduate	65	100%
English Proficiency	Beginner	39	60.0%
	Lower-intermediate	26	40.0%
First Language (L1)	Indonesian	65	100%
Learning Experience	< 6 years of formal English study	41	63.1%
	≥ 6 years of formal English study	24	36.9%
Participation	Voluntary, consistent cohort	65	100%

3.3. Instruments

The instruments employed in this study were carefully designed to ensure reliability and validity in capturing learners' speaking performance and psychological responses. The speaking tests were task-based, requiring students to complete structured communicative activities assessed through a five-point rubric covering fluency, accuracy, vocabulary, pronunciation, and interaction, developed in alignment with established models of communicative competence and recognized oral assessment practices to ensure systematic evaluation. To measure confidence, a self-assessment questionnaire was constructed based on established perspectives on self-efficacy and language anxiety, encompassing five domains: classroom speaking confidence, spontaneous speaking ability, speaking anxiety, comfort in peer interaction, and perceived improvement. Responses were rated on a five-point Likert scale ranging from strongly disagree to strongly agree, enabling a comprehensive understanding of the emotional and reflective dimensions of learners' speaking experiences.

3.4. Data Collection

The data was collected by following a structured, three-phase timeline over the course of one academic semester. In the initial phase, pre-tests and self-assessment questionnaires were administered to all 65 students to establish baseline levels of speaking proficiency and confidence. During the instructional phase, the study was conducted over 8 sessions with a total duration of approximately 16 hours. Students participated in a series of TBLT-based activities that were integrated into their regular ESP curriculum. These activities included discipline-relevant speaking tasks such as storytelling, interviews, peer dialogues, role plays, and oral presentations. To ensure that the intervention was implemented according to TBLT principles, the course instructor received intensive training on the design and delivery of TBLT-based activities in the ESP classroom. This ensured that both the materials and instructional strategies were applied in a structured and consistent manner. These tasks were designed to increase in complexity and authenticity over time, fostering communicative practice and active learner participation. In the final phase, post-tests and confidence questionnaires were re-administered to the same participants. The pre- and post-assessment structure enabled within-subject comparisons to evaluate changes in both spoken performance and affective self-perception resulting from the TBLT intervention. Students' speaking performance was assessed through structured speaking tasks that were recorded and later evaluated using an analytic rubric adapted from established university-level assessment models. The recordings ensured consistency and allowed multiple raters to review the performances, focusing on five components of speaking proficiency: fluency, grammatical accuracy, vocabulary use, pronunciation, and clarity of idea expression.

3.5. Data Analysis

The collected data were analyzed using IBM SPSS version 26, emphasizing the comparison of pre-test and post-test scores from both the speaking assessments and confidence questionnaires using paired-sample *t*-tests to determine whether significant improvements occurred after the intervention. Each participant's data was matched across the two testing periods, allowing for direct comparison of performance. In

addition to significance testing, effect sizes were determined by calculating Cohen's *d*, using the conventional interpretation thresholds (0.2 for small, 0.5 for moderate, and 0.8 for large effects). To ensure the validity of parametric analysis, key assumptions were tested. Normality of difference scores was evaluated through the Shapiro-Wilk test, which indicated no violations ($p > 0.05$). Where relevant, skewness and kurtosis values were reviewed for symmetry. As no significant deviations were observed, parametric procedures were retained throughout the analysis. Had assumptions been violated, a Wilcoxon signed-rank test would have been used as an alternative. The results of this analysis supported the assessment of both hypotheses, focusing on the linguistic and emotional aspects of TBLT's influence.

4. Results

The results, from the normality and distribution tests as shown in Table 2, suggest that both variables—speaking proficiency and speaking confidence—are normally distributed. The distribution of scores for each variable shows no extreme skewness or kurtosis, and all tests used to assess normality confirm the appropriateness of parametric analysis. This means the data meet the assumptions required for further statistical procedures that rely on normal distribution.

Table 2
Normality and Distribution Test

Variable	N	Skewness	Kurtosis	K-S Statistic	K-S <i>p</i> - Value	S-W Statistic	S-W <i>p</i> - Value	Normality
Speaking Proficiency	65	-0.18	-0.83	0.081	0.200	0.981	0.314	Normally Distributed
Speaking Confidence	65	-0.23	-0.66	0.073	0.200	0.976	0.194	Normally Distributed

Based on Kolmogorov-Smirnov ($p > 0.05$), both variables are normally distributed. Parametric tests are appropriate.

Looking at the details, the Kolmogorov-Smirnov (K-S) tests for both speaking proficiency and speaking confidence returned *p*-values of 0.200, which exceed the

conventional threshold of 0.05, showing that there is no substantial deviation from normality in the data. Similarly, the Shapiro-Wilk (S-W) test produced p-values of 0.314 for speaking proficiency and 0.194 for speaking confidence, both above 0.05, further confirming that the distribution of scores does not deviate significantly from normality. These results are reinforced by the skewness and kurtosis values, which fall within the acceptable range of -1 to +1, suggesting symmetrical and mesokurtic distributions.

From these results, it is evident that the data for both speaking proficiency and speaking confidence are suitable for analysis using parametric statistical tests such as paired-sample *t*-tests. This allows for a robust and reliable comparison of pre- and post-intervention scores to examine the effects of TBLT on learners' performance and psychological readiness. The normality of the dataset strengthens the validity of subsequent inferential statistical interpretations.

The descriptive statistics in Table 3 reveal noticeable improvements in both speaking proficiency and speaking confidence after the implementation of TBLT. Learners showed an increase in their average scores from the pre-test to the post-test in both variables, with reduced variability in post-test scores, indicating more consistent performance across participants. The changes observed from pre-test to post-test means suggest substantial gains in both skill and self-perception.

Table 3

Descriptive Statistics of Speaking Proficiency and Confidence Scores

Variable	N	Pre-Test Mean	Pre-Test SD	Post-Test Mean	Post-Test SD	Mean Difference	SD (Diff)	Std. Error Mean
Speaking Proficiency	65	72.23	5.52	91.23	4.96	19.00	6.89	0.86
Speaking Confidence	65	48.28	4.57	75.25	4.95	26.97	6.77	0.84

Regarding speaking proficiency, the average score rose from 72.23 in the pre-test to 91.23 in the post-test, indicating a mean improvement of 19 points. The standard

deviation decreased slightly from 5.52 to 4.96, suggesting that post-test scores were more concentrated around the average. The standard deviation of the difference scores was 6.89, and the standard error was 0.86, implying that the improvement was relatively uniform across participants. These results indicate that the TBLT activities had a positive impact, with most learners demonstrating significant progress in their spoken English skills.

In terms of speaking confidence, the mean rose from 48.28 before the intervention to 75.25 afterward, resulting in a mean difference of 26.97. This improvement was accompanied by a slight increase in standard deviation from 4.57 to 4.95, suggesting a broader range of responses post-intervention. Nonetheless, the standard deviation of the difference scores was 6.77, with a low standard error of 0.84, indicating that the increase in confidence was statistically stable across participants. These results underscore the potential of TBLT not only to enhance language skills but also to support learners emotionally by fostering greater self-assurance during speaking tasks.

The results of the paired-samples *t*-test (Table 4) demonstrate statistically significant improvements in both speaking proficiency and speaking confidence after the implementation of TBLT. The comparison between pre-test and post-test scores for both variables indicates a meaningful increase, supported by high *t*-values and very low *p*-values. Additionally, the effect sizes for both variables are large, suggesting that the observed improvements are not only statistically significant but also practically impactful.

Table 4
Paired-Samples t-Test Results

Variable	N	Pre-Test Mean	Post-Test Mean	Mean Difference	SD (Diff)	SEM	95% CI of the Difference	<i>t</i>	df	Sig. (2-tailed)	Cohen's <i>d</i>	Effect Size
Speaking Proficiency	65	72.23	91.23	19.00	6.89	0.86	[17.29 – 20.71]	22.13	64	< 0.05	2.76	Large
Speaking Confidence	65	48.28	75.25	26.97	6.77	0.84	[25.29 – 28.65]	32.00	64	< 0.05	3.97	Large

For speaking proficiency, the mean increased from 72.23 in the pre-test to 91.23 in the post-test, yielding a mean difference of 19.00. The standard deviation of the difference scores was 6.89, and the standard error of the mean was 0.86. The 95% confidence interval for the mean difference ranged from 17.29 to 20.71. The *t*-test result was highly significant, with a *t*-value of 22.13 (*df* = 64) and a *p*-value less than 0.05. The effect size, as measured by Cohen's *d*, was 2.76, which is considered very large, indicating that the TBLT intervention had a strong and consistent effect on learners' speaking proficiency.

In terms of speaking confidence, the mean score increased from 48.28 to 75.25, with a mean difference of 26.97. The standard deviation of the differences was 6.77, and the standard error was 0.84. The 95% confidence interval for this difference ranged from 25.29 to 28.65. The *t*-value was even higher at 32.00 (*df* = 64), with a *p*-value of less than 0.05, confirming the statistical significance of the improvement. Cohen's *d* for speaking confidence was 3.97, indicating an extremely large effect size. These findings strongly suggest that TBLT not only enhanced learners' performance in speaking tasks but also had a profound positive influence on their psychological readiness and confidence to speak in English.

Based on the statistical analysis using paired-samples *t*-tests, both hypotheses are accepted, as the results showed *p*-values less than 0.05 for both speaking proficiency and speaking confidence. For Hypothesis 1 (*H*₁), which states that TBLT significantly improves learners' speaking proficiency, the analysis revealed a substantial increase in the mean score from the pre-test to the post-test, with a mean difference of 19.00. The *p*-value associated with this difference was less than 0.05, indicating that the improvement was statistically significant and unlikely to have occurred by chance. Additionally, the effect size, represented by Cohen's *d* (2.76), confirms that the intervention had a strong and meaningful impact on learners' speaking proficiency. This provides robust support for accepting *H*₁. Similarly, Hypothesis 2 (*H*₂), which posits that TBLT significantly improves learners' speaking confidence, is also supported by the data. The average confidence score increased significantly following the intervention, showing a mean difference of 26.97 between the pre-test and post-test results. The paired-samples *t*-test yielded a *p*-value below 0.05, confirming that the improvement in speaking confidence was statistically significant.

Additionally, the large effect size (Cohen's $d = 3.97$) indicates that the enhancement in confidence was not only statistically meaningful but also highly impactful in practical terms. These findings affirm that TBLT plays a crucial role in enhancing learners' confidence to speak English, likely by providing repeated, meaningful speaking opportunities that reduce anxiety and promote positive self-perception. Therefore, both H_1 and H_2 are accepted based on the evidence presented.

5. Discussion

The present study demonstrates that TBLT significantly enhanced both learners' speaking proficiency and their speaking confidence. The statistical analyses confirmed meaningful differences between pre-test and post-test scores, with large effect sizes, suggesting that the improvements were both statistically meaningful and educationally significant. These results strongly support the argument that TBLT is not merely a communicative methodology but a robust pedagogical approach capable of yielding substantial linguistic and psychological benefits. In the context of ESP, where the communicative demands of learners often mirror real-world professional and academic situations, these findings underscore the practical relevance of TBLT. Learners in such contexts need to express complex ideas, engage in negotiations, and convey information fluently and confidently, making it essential for instructional strategies to develop both competence and confidence in speaking.

Communicative competence, as described by Huang (2024) and Menggo and Gunas (2022), involves the integration of fluency, accuracy, and the ability to use language meaningfully in context. This study reaffirms that TBLT aligns effectively with these demands, as it promotes meaning-focused interaction and task completion. Unlike traditional methods centered on decontextualized grammar instruction or memorization, TBLT presents learners with authentic communicative challenges that require spontaneous language production, negotiation of meaning, and problem-solving. Diert-Boté (2022) argued that such an approach supports the development of functional language use, which is essential in ESP and general English learning. Morales and Vaca-Cárdenas (2023) and Akman and Senemoğlu (2023) further highlight that the learner-centered orientation of TBLT contributes to deeper

engagement and retention. The findings of this study, therefore, validate the theoretical underpinnings of TBLT and its capacity to meet the dual needs of language mastery and real-world application.

In terms of speaking proficiency, the current results are in agreement with those of Tavakoli and Rezazadeh (2019), who found that TBLT improves interactional fluency and promotes spontaneous verbal exchanges. Similarly, Iswara et al. (2025) demonstrated that dialogic tasks within TBLT frameworks foster speaking performance by encouraging learners to manage turn-taking, respond in real time, and use a broader range of vocabulary. These processes mirror the kinds of real-life communication expected in professional settings. Furthermore, Chen (2024), Fan (2024), and Keller et al. (2023) provide additional evidence that task-based interactions help learners construct meaning, improve pronunciation, and organize their thoughts more coherently. This aligns closely with the present study's observations that students exhibited enhanced fluency, lexical variety, and overall communication efficiency following task-based interventions. The emphasis on real-time use of language allows learners to internalize forms and functions more naturally than through isolated grammar exercises.

Confidence in speaking, often regarded as a less measurable outcome, emerged as another key gain among learners exposed to TBLT. This reinforces the claims made by Salimi & Hasheminasab (2023), Suadi & Mensah (2025), and Tauchid (2025), who note that many students struggle with speaking not because they lack vocabulary or grammar knowledge, but due to fear, anxiety, and low self-perception as English users. The communicative tasks in TBLT reduce this anxiety by creating a supportive, interactive environment where learners feel safe to express themselves without fear of being penalized for mistakes. This aligns with Crookes and Ziegler's (2021) finding that the repetition and predictability of TBLT tasks decrease affective filters and enhance learner comfort. By offering structured but flexible opportunities to speak, TBLT provides learners with tangible experiences of success, which in turn nurtures their self-confidence and willingness to participate.

A major contributor to both linguistic and emotional gains observed in this study was task repetition, a core element of TBLT that supports the development of fluency

and automaticity. As noted by Suzuki and Hanzawa (2021), task repetition allows learners to shift focus from message content to linguistic accuracy over time. Karlinda & Srivastava (2025) highlighted that this recursive structure provides opportunities for deeper lexical and grammatical processing, which leads to smoother and more accurate language production. In this study, learners reported feeling more in control of their speech with each repetition, which translated into more confident delivery and a reduction in speech-related anxiety. This pattern suggests that repeated exposure to similar communicative demands allows learners to solidify their linguistic resources and feel more capable of managing complex speaking tasks. The reduced cognitive load associated with familiar tasks also contributes to greater fluency and more natural language use.

Additionally, the study reveals that TBLT fosters a sense of self-efficacy and positive self-image as learners experience success in completing meaningful tasks. Akram and Saadat (2024), Cadiz-Gabejan (2021), Ehsanifard et al. (2020), and Fenyi et al. (2023) all confirm that learners' confidence improves when they perceive their performance as successful and relevant. The interactive and collaborative nature of TBLT—through role plays, pair work, and group discussions—creates opportunities for social validation, peer feedback, and mutual encouragement. These interpersonal dynamics are crucial in reducing the psychological barriers to speaking. As learners realize that others share their challenges and support their progress, they begin to view speaking as a manageable and rewarding process. This is especially important in large or mixed-ability classes where learners may feel isolated or self-conscious about their speaking ability. The collective experience of progress reinforces their confidence and contributes to a more inclusive and motivated classroom environment.

Beyond individual gains, TBLT contributes to a shift in classroom dynamics by promoting learner autonomy and teacher facilitation. Studies by Harefa and Ndruru (2022), Pratiwi et al. (2021), and Sabaruddin and Melati (2022) emphasize that task-based classrooms encourage students to make decisions, manage their learning, and reflect on their performance. In the current study, students were observed taking initiative, negotiating meaning with peers, and evaluating their own progress more actively than in traditional teacher-fronted lessons. This transformation not only

empowers learners but also changes the teacher's role from information provider to learning facilitator. The supportive presence of the teacher during tasks—providing scaffolding, asking guiding questions, and offering targeted feedback—creates a more dialogic and responsive learning environment. This dynamic promotes deeper engagement and sustained motivation, both of which are essential for language development and long-term retention.

Another important aspect highlighted by this study is the alignment between TBLT and the communicative demands of ESP learners. As noted by Khasanah (2023) and Li (2023), tasks that simulate real-life functions such as interviews, debates, and problem-solving discussions provide learners with practical communicative tools. In this study, such tasks enabled learners to apply English in meaningful, goal-oriented ways, increasing both the relevance and retention of language forms. This is particularly important in ESP contexts where learners often face limited exposure to English outside the classroom. By anchoring learning in tasks that reflect workplace or academic realities, TBLT narrows the gap between classroom instruction and real-world application. Learners begin to see the utility of English not just as a school subject but as a communicative tool with personal and professional value.

The motivational implications of TBLT are equally significant. Research by Ubaedillah et al. (2021), Cadiz-Gabejan (2021), and Ehsanifard et al. (2020) indicates that learners who experience success during communicative tasks are more likely to develop positive attitudes toward language learning and view themselves as competent users of English. In the present study, learners expressed increased motivation to participate in speaking tasks and reported greater enjoyment of English classes. The satisfaction derived from successful task performance translated into increased willingness to communicate, which is a critical predictor of long-term language success. Moreover, as learners become more metacognitively aware of their own progress—through self-assessment, peer feedback, or teacher reflection—they are more likely to take responsibility for their learning and to set higher goals for themselves. These motivational outcomes are essential in sustaining effort and persistence, particularly for learners facing external challenges or low exposure to English.

The study's findings provide strong empirical support for the integration of TBLT in language classrooms, especially those focused on speaking skills within ESP settings. By simultaneously addressing linguistic performance and speaking confidence, TBLT emerges as a comprehensive pedagogical approach that aligns with both cognitive and affective dimensions of second language acquisition. The findings validate prior research while also filling a gap in the literature by jointly examining speaking proficiency and psychological readiness. Given its ability to foster fluency, reduce anxiety, build confidence, and promote learner autonomy, TBLT stands out as a method that prepares learners for real-world communication with competence and conviction. Educators are therefore encouraged to adopt and adapt TBLT principles to their classroom contexts, ensuring that learners are not only knowledgeable in English but also capable and confident in using it.

6. Conclusion

The findings of this study confirm that TBLT significantly enhances both learners' speaking proficiency and their confidence in using English, implying that TBLT is an effective instructional approach for promoting not only linguistic competence but also positive learner attitudes toward speaking. The communicative and interactive nature of TBLT tasks appears to provide learners with repeated, meaningful opportunities to use English in authentic contexts, which likely contributes to reduced anxiety and greater self-assurance. This suggests that TBLT creates a supportive learning environment that encourages risk-taking and active participation, both of which are essential for spoken language development. Overall, integrating TBLT into ESP instruction can have a transformative effect on students' communicative performance and self-perception, reinforcing its value in language education aimed at real-world application.

Nonetheless, this study has certain limitations. The absence of a control group hinders the ability to clearly attribute observed effects solely to TBLT, as other variables may have played a role. Furthermore, the use of purposive sampling from a single cohort limits the extent to which the findings can be generalized. The study's reliance on self-reported confidence measures also presents a challenge, as these may

not fully capture the nuanced nature of learners' emotional and psychological experiences. These methodological limitations highlight the importance of employing more robust research designs in future investigations. Future studies are encouraged to incorporate control groups, include participants from varied backgrounds, and utilize qualitative approaches such as interviews or classroom observations to gain deeper insights into learners' interactions with TBLT. Longitudinal research could also provide valuable information on the long-term effectiveness of TBLT interventions.

References

- Akman, S., & Senemoğlu, N. (2023). Investigating students' views regarding the effectiveness of teaching-learning processes developed for 9th grade English course. *Kastamonu Eğitim Dergisi*, 31(1), 413–427. <https://doi.org/10.24106/kefdergi-2023-0001>
- Akram, F., & Saadat, U. (2024). Obstacles faced by Omani grade twelve ESL learners in English speaking skills. *International Journal of Emerging Issues in Social Science Arts and Humanities*, 2(2), 69–78. <https://doi.org/10.60072/ijeissah.2024.v2i02.007>
- Asuan, A. (2023). The effectiveness of task-based and project-based language teaching in improving speaking. *Cahaya Pendidikan*, 9(1), 1–9. <https://doi.org/10.33373/chypend.v9i1.5036>
- Ayiz, A., & Tauchid, A. (2025). Enhancing public speaking skills among EFL learners through the peer teaching method: A mixed-methods study. *ETERNAL (English Teaching Journal)*, 16(1), 125–137. <https://doi.org/10.26877/eternal.v16i1.1124>
- Cadiz-Gabejan, A. (2021). Enhancing students' confidence in an English language classroom. *International Journal of English Language Studies*, 3(5), 16–25. <https://doi.org/10.32996/ijels.2021.3.5.3>
- Chen, W. (2024). Feature identification and pedagogical innovation of English speaking teaching in colleges and universities based on deep coding attention.

Applied Mathematics and Nonlinear Sciences, 9(1).
<https://doi.org/10.2478/amns-2024-1094>

Crookes, G., & Ziegler, N. (2021). Critical language pedagogy and task-based language teaching: reciprocal relationship and mutual benefit. *Education Sciences*, 11(6), 254. <https://doi.org/10.3390/educsci11060254>

Davis, D., & Tahrin, T. (2022). The implementation of project-based learning in increasing speaking achievement and self-confidence of eleventh grade students of SMK Negeri 1 Sanga Desa. *Esteem Journal of English Education Study Programme*, 5(1), 77–84. <https://doi.org/10.31851/esteem.v5i1.7455>

Derakhshan, A., & Park, Y. (2026). The role of multimodal AI technologies in EFL students' perceived positive and negative achievement emotions: An existential positive psychology (EPP) perspective. *Language Related Research*, 17(3), 1–27. <https://doi.org/10.48311/lrr.2025.118514.83043>

Diert-Boté, I. (2022). “You feel a little bit embarrassed, but you get over it”: EFL students' beliefs and emotions about speaking. *Porta Linguarum: Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras*, (37), 143–160. <https://doi.org/10.30827/portalin.vi37.15924>

Ehsanifard, E., Ghapanchi, Z., & Afsharrad, M. (2020). The impact of blended learning on speaking ability and engagement. *The Journal of Asia TEFL*, 17(1), 253–260. <https://doi.org/10.18823/asiatefl.2020.17.1.17.253>

Fan, M. (2024). A study on foreign language teaching and intercultural education in the English newspaper course. *SHS Web of Conferences*, 185, 01011. <https://doi.org/10.1051/shsconf/202418501011>

Fenyi, D., Kongo, A., Tabiri, M., & Jones-Mensah, I. (2023). English speaking anxiety among English-major tertiary students in Ghana. *International Journal of Evaluation and Research in Education (IJERE)*, 12(3), 1716–1724. <https://doi.org/10.11591/ijere.v12i3.25027>

Gywali, N. (2023). Using literary texts in teaching English as a foreign language. *JMC Research Journal*, 12(1), 59–72. <https://doi.org/10.3126/jmcrj.v12i1.61629>

- Harefa, A., & Ndruru, R. (2022). Improving students' speaking ability through alley debates strategy. *Educativo: Jurnal Pendidikan*, 1(1), 207–215. <https://doi.org/10.56248/educativo.v1i1.29>
- Huang, X. (2024). Research on the effectiveness of task-based language teaching in higher education. *Adult and Higher Education*. <https://doi.org/10.23977/aduhe.2024.060111>
- Iswara, R. W., Ambag, S. C., & Ifadloh, N. (2025). The use of YouTube videos to enhance students' pronunciation accuracy. *Journal of Research in English Language Teaching and Linguistics*, 1(1), 66–84. <https://doi.org/10.65431/jrell.v1i1.7>
- Karlinda, O., & Srivastava, R. A. (2025). The impact of blended learning on English language test scores. *Journal of Research in English Language Teaching and Linguistics*, 1(1), 99–115. <https://doi.org/10.65431/jrell.v1i1.9>
- Keller, S., Trüb, R., Raubach, E., Meyer, J., Jansen, T., & Fleckenstein, J. (2023). Designing and validating an assessment rubric for writing emails in English as a foreign language. *Research in Subject-Matter Teaching and Learning (RiSTAL)*, 6(1), 16–48. <https://doi.org/10.2478/ristal-2023-0002>
- Khasanah, N. (2023). The use of English learning contents on Instagram for improving English speaking skills among EFL students' perception. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 8(2), 211. <https://doi.org/10.24235/eltecho.v8i2.15620>
- Li, J. (2023). A review of studies on task-based language teaching. *Lecture Notes in Education Psychology and Public Media*, 28(1), 190–195. <https://doi.org/10.54254/2753-7048/28/20231328>
- Lume, L., & Hisbullah, M. (2022). The effectiveness of task-based language teaching to teach speaking skills. *Journal of Languages and Language Teaching*, 10(1), 85. <https://doi.org/10.33394/jollt.v10i1.4399>
- Majeed, N. (2022). Task-based language teaching: An efficacious and innovative approach to develop speaking skills and fluency of ESL students. *Pakistan Journal of Educational Research*, 5(2). <https://doi.org/10.52337/pjer.v5i2.524>

- Menggo, S., & Gunas, T. (2022). College students' perceptions on performance-based assessment use in boosting speaking ability. *International Journal of Language Education*, 6(4), 423. <https://doi.org/10.26858/ijole.v6i4.22910>
- Morales, L., & Vaca-Cárdenas, M. (2023). Methods, techniques, and strategies to motivate students of English as a foreign language to improve the speaking skill. *Kronos: The Language Teaching Journal*, 4(1), 54–70. <https://doi.org/10.29166/kronos.v4i1.4259>
- Pham, A., & Pham, N. (2025). Shifting emotions in speaking English as an additional language. *Language Related Research*, 14(1), 251–282. <https://doi.org/10.48311/LRR.14.1.251>
- Pratiwi, D., Zulkarnain, A., & Utomo, I. (2021). Game-tailored instruction run by a foreign English teacher: Are the students engaged and motivated? *Research and Innovation in Language Learning*, 4(2), 119–130. <https://doi.org/10.33603/rill.v4i2.4383>
- Sabaruddin, S., & Melati, R. (2022). Task-based language teaching (TBLT) to increase English speaking skill of Indonesian secondary high school students. *JLE: Journal of Literate of English Education Study Program*, 3(1), 47–53. <https://doi.org/10.47435/jle.v3i01.1092>
- Salimi, H., & Hasheminasab, M. (2023). Moodle-based teacher education: Effects on teacher competencies in EAP contexts. *Studies in English Language Teaching*, 11(1), 36–47. <https://doi.org/10.22158/selt.v11n1p36>
- Suadi, & Mensah, O. (2025). The relationship between students' learning motivation and their speaking performance. *Journal of Research in English Language Teaching and Linguistics*, 1(1), 18–34. <https://doi.org/10.65431/jrell.v1i1.4>
- Suzuki, Y., & Hanzawa, K. (2021). Massed task repetition is a double-edged sword for fluency development. *Studies in Second Language Acquisition*, 44(2), 536–561. <https://doi.org/10.1017/s0272263121000358>
- Tauchid, A. (2025). Teacher and peer support as key factors in EFL learners' speaking anxiety and proficiency in online learning environments. *Baltic*

Journal of English Language, Literature and Culture, 15, 125–142.
<https://doi.org/10.22364/BJELLC.15.2025.09>

Thu, T. (2023). How to improve speaking skills for undergraduates at Dong Nai Technology University. *Journal of English Language Teaching and Applied Linguistics*, 5(2), 81–89. <https://doi.org/10.32996/jeltal.2023.5.2.10>

Ubaedillah, U., Pranoto, B., & Fatmasari, Y. (2021). Students' perception of the English intensive program in improving non-English majored students' speaking performance. *Research and Innovation in Language Learning*, 4(2), 131–141. <https://doi.org/10.33603/rill.v4i2.4385>

Xuan, Q., Qin, L., Huang, R., Wang, Y., & Derakhshan, A. (2026). Factors affecting novice and experienced teachers' implementation of task-based language teaching under a framework of fidelity of implementation. <https://doi.org/10.1177/13621688251407235>

Zohrabi, M. & Jafari, H. (2020). The role of think-pair-share interactional activity on improving Iranian EFL learners' willingness-to-communicate. *Teaching English Language*, 14(1), 153–182. <https://doi.org/10.22132/TEL.2020.106921>

Zohrabi, M. & Bimesl, L. (2022). Exploring EFL teachers' perceptions of strategies for promoting learners' willingness-to-communicate in online classes. *Applied Research on English Language*, 11(1), 89–110. <https://doi.org/10.22108/ARE.2024.140274.2210>

Appendices

Appendix A. Speaking Performance Rubric

Criterion	1 = Very Poor	2 = Poor	3 = Fair	4 = Good	5 = Excellent
Fluency	Frequent pauses, halting speech	Limited flow, long pauses	Some hesitation, uneven flow	Generally smooth with minor pauses	Smooth, natural, effortless speech
Accuracy	Frequent major errors, obscure meaning	Many errors, often impede understanding	Some errors, meaning generally clear	Few errors, meaning consistently clear	Rare errors, highly accurate
Vocabulary	Very limited range, frequent misuse	Limited range, often repetitive	Adequate range, occasional misuse	Good range, mostly appropriate	Wide range, precise and effective
Pronunciation	Very difficult to understand	Often unclear, frequent mispronunciations	Generally clear with occasional issues	Mostly clear, rare mispronunciations	Clear, natural, and easy to understand
Interaction	Does not respond or engage	Minimal engagement, weak responses	Some engagement, needs prompting	Active engagement, responds appropriately	Highly interactive, initiates and sustains dialogue

Appendix B. Self-Assessment Questionnaire on Speaking Confidence

Item No.	Statement	Scale (1–5)*
1	I feel confident when speaking English in front of my classmates.	1 2 3 4 5
2	I can express my ideas in English without much hesitation.	1 2 3 4 5
3	I feel comfortable participating in English-speaking tasks with peers.	1 2 3 4 5
4	I can speak English spontaneously without preparing too much in advance.	1 2 3 4 5
5	I experience less anxiety when I speak English during classroom activities.	1 2 3 4 5
6	I believe I can improve my English speaking ability through practice.	1 2 3 4 5

Item No.	Statement	Scale (1-5)*
----------	-----------	--------------

*Scale: 1 = Strongly Disagree, 5 = Strongly Agree

Appendix C. Sample TBLT-Based Activities with Task Cycle Stages

Task	Pre-Task	During-Task	Post-Task	ESP Integration (Arts Context)	Communicative Goal
Storytelling	Teacher introduces topic and models a short story.	Students narrate personal experiences or stories related to art exhibitions, performances, or projects.	Class discussion and peer feedback on clarity and organization.	Sharing artistic journeys, inspiration sources, or project processes.	To practice fluency and coherence in extended speech.
Interviews	Teacher provides sample interview questions and useful phrases.	Students conduct peer interviews as if they were interviewing an artist, curator, or fellow student.	Sharing findings with the class and reflecting on question effectiveness.	Practicing interviews for art events or media contexts.	To develop questioning skills and spontaneous responses.
Peer Dialogues	Teacher explains communicative functions (e.g., agreeing, suggesting).	Students engage in dialogues to plan an art event, critique artwork, or solve organizational problems.	Whole-class reflection on strategies used for negotiation.	Negotiating exhibition arrangements or collaborative projects.	To encourage interaction, turn-taking, and meaning negotiation.
Role Plays	Teacher sets context and assigns roles (e.g., meeting participants, debaters).	Students simulate roles such as artists, critics, gallery managers, or audience members in a debate/discussion.	Feedback on language use, role fulfilment, and communicative effectiveness.	Simulating academic/professional scenarios in the arts.	To practice language in authentic professional/academic contexts.

Task	Pre-Task	During-Task	Post-Task	ESP Integration (Arts Context)	Communicative Goal
Oral Presentations	Teacher models presentation structure and introduces topic options.	Students deliver presentations on an artist, artwork, performance, or cultural event.	Peer and teacher feedback focusing on clarity, organization, and delivery.	Presenting an art project, exhibition proposal, or critique.	To enhance confidence, organization, and clarity in speaking.

About the Authors

Tri Septiana Kurniati is a doctoral student at the English Education Department, Faculty of Languages, Arts and Cultures, Yogyakarta State University, Indonesia. Her research interests include English language teaching, digital pedagogy, and learner engagement. She actively contributes to academic publications and collaborates on interdisciplinary research in education and technology.

Margana is a professor at the English Education Department, Faculty of Languages, Arts and Cultures, Yogyakarta State University, Indonesia. His expertise lies in curriculum development, language policy, and teacher professional development. He has published widely and is committed to enhancing English education at both national and international levels.

Endang Nurhayati is a professor at the English Education Department, Faculty of Languages, Arts and Cultures, Yogyakarta State University, Indonesia. Her academic interests focus on language learning strategies, discourse analysis, and teacher education. She has guided numerous postgraduate students and contributed significantly to English language teaching research.

Jeane Tuilan is a dedicated lecturer in the English Education Department at the Faculty of Languages and Arts, Manado State University, Minahasa, Indonesia. She is actively involved in teaching, research, and community service, with a strong focus on English language teaching, curriculum development, and teacher professional development. Her scholarly interests include language pedagogy, assessment, and

educational innovation.

Ahmad Tauchid is a lecturer and researcher at the English Language Education Department, Faculty of Teacher Training and Education, Duta Bangsa University, Indonesia. His work centers on language assessment, remote learning, and applied linguistics. He is actively involved in academic writing and educational innovation in language instruction.