



Received: July 4, 2024
Accepted: September 23, 2024
Available online: September 25, 2024

Maftuna Abdurasulova

Bachelor Student
Uzbekistan State World Languages University
Tashkent, Uzbekistan
E-mail: maftunaabdurulova30@gmail.com
ORCID iD: 0009-0006-5094-3797

ENHANCING SPEAKING SKILLS IN EFL: A TASK-BASED INSTRUCTION APPROACH

ABSTRACT

The primary objective of this study is to investigate the utilization of task-based instruction in teaching English as a foreign language, with a specific focus on speaking skills. It examines the advantages and challenges encountered by educators and students when implementing this instructional approach, particularly in the context of developing oral proficiency.

Employing a qualitative methodology through a case study design, this research was conducted within a senior high school in Bukhara, concentrating on a single class of eleventh-grade students. The data collection involved interviews and questionnaires. The results indicate various benefits and limitations associated with task-based instruction. On one hand, it was observed that this approach fostered greater student engagement in the learning process and led to improvements in speaking proficiency. However, limitations, such as teacher proficiency, time constraints, and variations in students' language proficiency levels, were identified. Consequently, it is recommended that task-based teaching methods be implemented over an extended period, ensuring careful consideration of the diverse abilities present within a classroom setting.

Although the participants of this study primarily consisted of higher-level students who had already acquired basic language knowledge, this approach could potentially be applied to middle school students, as task-based instruction may facilitate more efficient language acquisition within a shorter timeframe.

After this research, it was evident that while

Maftuna Abdurasulova

Bakalavr talabasi
O'zbekiston davlat jahon tillari universiteti
Toshkent, O'zbekiston

INGLIZ TILINI CHET TILI SIFATIDA O'RGATISHDA GAPIRISH KO'NIKMALARINI RIVOJLANTIRISH: VAZIFAGA ASOSLANGAN TA'LIM YONDASHUVI

ANNOTATSIYA

Ushbu tadqiqotning maqsadi – ingliz tilini chet tili sifatida o'rgatishda, xususan, nutq qobiliyatini rivojlantirishda vazifaga asoslangan ta'limdan foydalanishni o'rganishdir. Maqolada o'qituvchilar va talabalar bunday ta'lim yondashuvidan foydalanganda, ayniqsa, nutq ko'nikmalarini o'rgatish kontekstida duch keladigan qiyinchiliklar va ustuvor jihatlar muhokama qilinadi. Tadqiqot “keys stadiy” loyihalash orqali sifatli metodidan foydalanish holda Buxoro shahridagi o'rta maktabi o'n birinchi sinf o'quvchilari bilan o'tkazildi. To'rt oy davom etgan mazkur tadqiqotning eksperiment ishlarida jami 38 nafar o'quvchi qamrab olindi.

Ma'lumot to'plash intervyulari va anketalarni o'z ichiga oldi. Natijalar vazifalarga asoslangan o'qitish bilan bog'liq turli afzallik va kamchiliklarni ko'rsatdi. Bir tarafdin, ushbu yondashuv o'quvchilarning o'quv jarayoniga faol ishtirokini rag'batlantirgani va nutq malakasining yaxshilanishiga olib kelgani kuzatildi. Boshqa tarafdin esa, o'qituvchining malakasi, vaqt cheklavlari, o'quvchilarning til bilish darajasidagi tafovutlar kabi kamchiliklar aniqlandi. Shunday qilib, sinfda turli xil qobiliyatlarni diqqat bilan ko'rib chiqishni ta'minlagan holda, vazifaga asoslangan ko'rsatmalarni uzoq vaqt davomida amalga oshirish tavsiya etiladi.

Garchi ushbu tadqiqot eksperimenti tilni ancha yaxshi o'rgangan o'rta maktab o'quvchilari bilan o'tkazilgan bo'lsa-da, uni boshlang'ich sinf o'quvchilari bilan amalga oshirish mumkin,

the majority of participants expressed satisfaction with this learning method, a small number of students found this approach challenging and were not satisfied with the outcome.

Key words: speaking proficiency, effective communication, student-centered learning, language practice, student engagement, active participation, qualitative study, language learning strategy, language acquisition, learner motivation.

chunki vazifaga asoslangan ko'rsatmalar yordamida tilni qisqa vaqt ichida o'rganish osonroq bo'ladi.

Mazkur tadqiqot yakunida ma'lum bo'ldiki, tadqiqot ishtirokchilarining katta qismi ushbu o'rganish usulidan qoniqish hosil qildilar va bu usulni qiyin deb hisoblagan va natijadan qoniqmagan talabalar soni juda kam bo'ldi. Vazifalarga asoslangan o'qitish metodlari talabalarda nafaqat gapirish ko'nikmalarini rivojlantirishda, balki ularning tanqidiy fikrlash, nutq ko'nikmalarini oshirish va turli vaziyatlarda gapirish ko'nikmalarini ham mustahkamlashda asosiy vosita bo'lib xizmat qiladi.

Kalit so'zlar: nutq mahorati, samarali muloqot, talabaga yo'naltirilgan ta'lim, til amaliyoti, talabalarning ishtiroki, faol ishtirok, sifatli o'rganish, til o'rganish strategiyasi, tilni o'zlashtirish, o'quvchi motivatsiyasi.

INTRODUCTION

Within the environment in which English is taught to learners in Uzbekistan as a foreign language (EFL), a key aim is to enhance their oral communication skills, which are seen as a crucial outcome of language learning. Success in EFL education is often measured by students' ability to converse fluently within the language being learned. This emphasis on speaking proficiency is echoed by various scholars G.Appel [Appel & Lantolf, 1994], M.Aleksandrzak [Aleksandrzak, 2011], M.Bashir [Bashir et al., 2011], L.Bryfonski [Bryfonski, 2021], H.Amsori [Amsori et al., 2023] and aligns with J.Harmer's view that speaking skills play a vital role in facilitating communication, encompassing grammar, vocabulary, and pronunciation [Harmer, 2001; 145]. Moreover, Richards and Nunan highlight how speaking proficiency serves as a key indicator of students' overall English language competence [Nunan, 1989].

However, mastering speech is often considered a formidable challenge. This is due to the need for psychological courage and thorough preparation to effectively communicate in English, as noted by N.Malihah [Malihah, 2010; 85]. Moreover, factors such as limited exposure, students' lack of confidence, motivation, and understanding of speaking skills all play a role in contributing to their struggles in comprehending and honing their speaking abilities, as highlighted by J.C. Richards and S.Rohani [Richards & Rodgers, 2001; Rohani, 2013]. Essentially, students often feel hesitant to speak because of nervousness when presented orally in front of others.

According to observations conducted before the beginning of this research, various shortcomings in speaking skills were noted at a senior high school in Bukhara. The preliminary findings revealed that many students exhibited reluctance and nervousness when speaking English. Some students lack the motivation to actively participate in class discussions or respond to teachers' inquiries. Additionally, there

is a consensus that students require more opportunities for practical communication practice in real-life contexts rather than merely focusing on professional or institutional settings. Thus, there is a recommendation to introduce instructional strategies that align with both curriculum requirements and students' individual needs. Moreover, it is emphasized by T.Oradee that the importance of cultivating an engaging learning atmosphere that promotes active participation from students in spoken English [Oradee, 2012; 533].

Given these challenges, it is crucial to employ effective teaching techniques to address these issues. Within the realm of speaking skills, Task-Based Instruction (TBI) has emerged as a viable approach to meet these demands, particularly in creating an optimal learning environment for EFL students to enhance their speaking proficiency, aligning them with the goals of effective communication and meaningful interaction [Luchini, 2004; 20]. According to several books written by D.Larsen-Freeman [Larsen-Freeman, 2000], J.C. Richards and T.S. Rodgers [Richards & Rodgers, 2001] TBI involves instructional methods that emphasize abundant student interaction and promote student-centred learning Central to TBI is the use of tasks as the focal point of instruction to engage students in completing meaningful activities.

According to various researchers, Task-Based Instruction (TBI) is operationalized in classrooms through diverse sequencing frameworks [Willis, 1996; 82]. Typically, these frameworks consist of three key stages that outline the progression of task-based lessons. J.Willis delineates TBI into pre-task, task, and language focus phases. Conversely, R.Ellis organizes TBI into pre-task, during-task, and post-task stages. The elements within the task-based learning framework allow educators to effectively navigate teaching procedures, as TBI provides sequences distinct from other instructional methods [Ellis, 2003; 189].

The initial phase of TBI is the pre-task stage, which encompasses both topic introduction and task preparation. This phase aims to prepare students for task completion in a manner conducive to learning. According to Lee in Sae-Ong, it is essential to provide a preliminary overview of tasks and expected outcomes. This stage typically occurs at the outset of the lesson, where various activities are organized to engage and motivate students before task commencement [Skehan, 2003; 14]. At this stage, the teacher begins by introducing the topic and defining its scope. Subsequently, the teacher employed relevant language associated with the topic to facilitate students' comprehension and retention of key vocabulary, words, or phrases essential for task completion. Finally, the teacher ensured that the students understood the task instructions and objectives.

The second phase of TBI, termed the task cycle, pertains to the array of methodological or task performance options available to teachers during this stage. This stage encompasses various approaches and techniques used for task execution. Essentially, it prompts students to actively engage in achieving the objectives of a task [Long, 1985]. This serves as a pivotal period in which students utilize language skills while collaborating in pairs or small groups to accomplish the task. During this phase, students are prompted to apply their language abilities while the teacher provides

guidance and encouragement and actively monitors their progress.

The next phase, delineated by J. Willis [Willis, 1996] and R. Ellis [Ellis, 2000], involves examining and practicing language, focusing on both form and usage. This stage encompasses two primary activities: language analysis and practice. Language analysis, also referred to as consciousness-raising or language awareness activities, encourages students to identify language components from previous tasks by providing explicit instruction on grammar or form. Conversely, language practice activities aim to boost students' confidence and improve their fluency in using the language elements. During this stage, the teacher introduces activities to reinforce previously analyzed language skills, enabling students to practice both orally and in written form.

Furthermore, several studies have explored the application of TBI in teaching speaking skills in various nations, where English is taught as a non-native language. One of the initial studies in the field of task-based instructions, conducted in a Thai context by S. Uraiwan, revealed that TBI implementation contributed to enhanced speaking proficiency among students [Sac-Ong, 2010; 87]. Additionally, it highlights the contextual relevance of TBI in language learning worldwide. Another empirical investigation was conducted in the Turkish context by M.S. Uztosun and İ.H. Erten [Uztosun & Erten, 2014] confirmed that TBI implementation resulted in enhancements in students' ability to speak and fostered meaningful interactions in the teaching and learning processes. Similarly, a study conducted in a Korean context by S. Yim [Yim & Warschauer, 2017], found that TBI implementation facilitated increased student engagement in the learning process and played a crucial role in boosting students' comfort and assurance in conversing in English within the classroom setting.

Moreover, research has explored the utilization of TBI in enhancing speaking skills within the Uzbek context, where English is taught to non-native speakers, and demonstrated the successful implementation of TBI in teaching speaking skills. This study attributed the success to TBI's ability to create a conducive environment for students to be a part of frequent oral communication, resulting in heightened confidence in speaking English in the classroom. Subsequently, a relevant study by S. Rohani indicated a notable enhancement in students' positive communication strategies [Rohani, 2013]. Moreover, there was an observable trend of increased student participation in the teaching and learning processes.

As mentioned earlier, empirical research has explored the application and outcomes of TBI on speaking skills within the EFL context. However, there is a shortage of research concentrating on the application of TBI, particularly in teaching oral communication skills at senior high school level. While existing studies have primarily been conducted at junior high school [Michael, 1991] and university levels, this study endeavors to examine the benefits and limitations of employing Task-Based Instruction (TBI) to teach speaking skills in senior high school settings.

METHODS

The present investigation focuses on examining both the advantages and drawbacks of employing TBI in teaching speaking skills, as experienced by both

teachers and students. This study is characterized as a qualitative study by using a case-study design. This is because the setting of this study is natural, which is conducted in a natural setting involving an English class consisting of students and teachers. It is also called interpretive research because it is based on an interpretive paradigm [Dunne et al., 2005; 210], where qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

The study was conducted at a public senior high school in Bukhara, Uzbekistan, which was selected for its specific characteristics. First, the English teacher at the chosen school demonstrated a proactive interest in implementing TBI within her classroom. Having previously engaged in both the implementation and research of TBI across various contexts and aspects, it is presumed that the teacher possesses a strong comprehension of TBI and its theoretical foundations. Consequently, the study will leverage this expertise to enhance English as a Foreign Language (EFL) students' speaking skills through TBI. Second, school selection was primarily based on accessibility, which included factors such as the ease of obtaining permission and proximity to the research team's location.

This study investigated the effectiveness of task-based instruction in improving English as a Foreign Language (EFL) speaking skills. The participants were 11th-grade students from a secondary school situated in Bukhara, Uzbekistan, who were selected because of their status as English language learners in a non-English-speaking environment. The participants' demographic composition reflected the region's cultural and linguistic diversity, encompassing a mix of genders, socioeconomic backgrounds, and varying degrees of prior English language proficiency. Furthermore, the participants were drawn from urban and rural areas surrounding Bukhara, contributing to a rich tapestry of experiences and perspectives. Task-based instruction, characterized by its emphasis on learning through the completion of authentic tasks, was implemented as the primary pedagogical approach. By immersing students in real-life communication scenarios, this method aimed to enhance their oral proficiency in English. This study explored the advantages and disadvantages of employing task-based instruction in this specific cultural and educational context, offering valuable insights into the potential benefits and challenges for EFL learners in Bukhara, Uzbekistan.

The data in this study were obtained through several data collection techniques, such as observation, teacher and student interviews, and questionnaires. An interview, in the form of a semi-structured interview with open-ended questions, was initiated to obtain the data concerning the advantages and shortcomings of the implementation of TBI in teaching speaking skills. These data were analyzed through several procedures: transcribing, coding, categorizing, and interpreting the data. Open-ended questionnaires were used to obtain data from students.

Ethical considerations were carefully considered throughout the study. Informed consent was obtained from all participants and measures were taken to ensure confidentiality and anonymity.

By employing a qualitative approach within a case study design, this research

aims to provide a nuanced understanding of the advantages and drawbacks of Task-Based Instruction (TBI) in the context of teaching speaking skills as experienced by both teachers and students in a real-world educational setting.

RESULTS AND DISCUSSION

The analysis of the present study focuses on two main aspects: (1) the benefits of Task-Based Instruction (TBI) in the context of teaching speaking skills and (2) the limitations of TBI in teaching speaking skills. Regarding the benefits of employing TBI for teaching speaking abilities, three key benefits were identified: (a) enhancement and augmentation of students' speaking proficiency, (b) fostering students' active engagement in the process of teaching and learning, and (c) cultivating positive attitudes among students towards TBI. Conversely, concerning the drawbacks of TBI in teaching speaking skills, the study identified at least three limitations: (a) constraints related to teacher proficiency, (b) challenges associated with time availability, and (c) variations in students' proficiency levels.

Advantages of integrating TBI for enhancing speaking proficiency in language education

Based on the insights and discourse within this study, two benefits emerge from utilizing Task-Based Instruction (TBI) to teach speaking abilities.

1. Heightening and enhancing students' proficiency in spoken language.
2. Stimulating greater student participation and engagement in teaching and learning endeavors.

Facilitating student engagement and active participation in the educational process

Based on the initial research findings, it is observed that the vast majority of participants exhibit passivity during the learning process. When faced with difficulties expressing themselves, they tend to resort to speaking Indonesian instead of English. Many students have limited vocabulary for oral activities and often turn to their peers for assistance in understanding unfamiliar words. Consequently, they struggle to maintain smooth conversations due to frequent pauses. Additionally, instances of incorrect pronunciation and intonation resulting in significant phonological errors are common during spoken task presentations.

The following excerpts demonstrate the students' performance during the initial phase. No changes have been made to the words, grammar, or syntax. Pauses or gaps in speech are indicated by slashes (/), whereas incorrect pronunciation is indicated by wall brackets (()).

First pair of students:

A: What are your plans for tomorrow?

B: I am going to eh go picnic together with (my classmates). ////and then I am planning to go to the (campus)

A: What is more?

B: //// I am // going // to // go // the // (campus). //// how (about) you?

A: //// I am wanting to // go // pay a visit //// my (best friend)

B: Ok. /// be (cautious)

Second pair of students:

A: (Sorry please). (would) // you (mind) to speak no no I mean speaking with you for a (second)?

B: Of course. /// emmmm, what's the (problem)?

A: //I see it // hard (to comprehend) the English sentences.

B: If this is the problem, // you (must) get a (knowledge) of English grammar

A: I see eemmm, is there anything else //, sir?

B: Apart from this, you // must (enhance) your (vocabulary basis)

A: (Appreciate) it // much, sir.

B: Not at all

Preliminary research findings indicate that before the implementation of TBI for teaching speaking abilities, as evidenced by students' oral performance, numerous errors persist. These errors primarily manifest in the form of grammatical mistakes and a limited vocabulary repertoire, prompting students to frequently resort to Indonesian during conversations. There is a notable hesitancy and fear of making errors, particularly in grammar and pronunciation. Even though they were given a range of vocabulary and phrases about the subject, the students still struggled to engage in smooth conversations, resulting in frequent pauses and incomplete expressions. Additionally, grammatical errors and inappropriate pronunciations are prevalent.

Preliminary research findings highlight the prevalence of numerous grammatical inaccuracies and pronunciation errors among students, serving as a fundamental rationale for utilizing Task-Based Instruction (TBI) to teach speaking abilities. The outcomes of TBI implementation in teaching speaking skills are reflected in the transcription of students' oral performance. The words, grammar, or syntax remain unchanged. Pauses or gaps in speech are indicated by slashes (/), whereas incorrect pronunciations are denoted by wall brackets (()).

First pair of students:

A: Good morning.

B: Good morning. How can I assist you today?

A: I'm interested in borrowing a book.

B: Certainly. What type of book are you looking for?

A: I'd like to borrow a book on history.

B: Great choice. Do you have a specific title in mind?

A: Yes, I'm looking for a book called "The History of Ancient Civilizations".

B: Who is the author of the book?

A: I believe it's written by John Smith.

B: And when was it published?

A: I think it was published in 2015.

B: Which publishing house released the book?

A: It was published by Penguin Books.

B: Alright, let me check if we have it in stock.

A: Thank you very much.

B: You're welcome.

Second pair of students:

A: Hey there, what's up?

B: Just diving into a book.

A: Oh, cool. What book are you into right now?

B: It's a history book I picked up.

A: Sounds intriguing. What's it about?

B: It's actually quite fascinating. It delves into the history of Islamic kingdoms in the world.

A: That sounds really interesting. Enjoying it?

B: Absolutely. It's quite captivating. You should give it a go.

A: I might just do that. Thanks for the recommendation.

B: No problem. Happy to share the good reads.

A: Well, enjoy your reading session! B: Thanks, catch you later!

Utilizing Task-Based Instruction (TBI) brings about several significant improvements compared with the findings of preliminary research. During the task, students demonstrate a tendency to support their peers when they encounter difficulties in expression and exhibit a heightened awareness of taking turns during conversation. It seems that they relish their interactions with peers, seizing numerous opportunities to utilize language and further explore their capabilities. Additionally, they provide more suitable phrases for both the task and reporting phases. Overall, students' performance notably surpasses that observed in the initial investigation. It can be concluded that Task-Based Instruction (TBI) encourages greater student involvement in the educational process, especially in verbal exchanges with classmates, thereby encouraging greater activity and participation as suggested by A.Hasan [Hasan, 2014; 250].

Boosting students' speaking proficiency

Based on the findings from both questionnaires and interviews, it becomes apparent that the adoption of TBI positively affects students' speaking skills. The majority of students, specifically 34 out of 36 respondents, acknowledged the beneficial effects of TBI on their speaking proficiency. In essence, these 34 students affirmed that their ability to speak was enhanced as a result of TBI implementation. The students' answers to the questionnaires were captured in the following excerpts:

Excerpt #1

In every teaching and learning session, the teacher consistently provides fresh insights on vocabulary mastery. This practice significantly boosts my confidence in speaking English.

Excerpt #2

My speaking proficiency has significantly improved due to the diverse and engaging lessons on grammar and vocabulary. In addition, these lessons motivated me to speak English more confidently.

Excerpt #1 suggests that implementing TBI, particularly focusing on vocabulary mastery and incorporating varied tasks, enhances students' speaking

skills. Moreover, it positively influences their confidence, encouraging them to speak English enthusiastically. On the other hand, Excerpt #2 highlights how the presence of diverse assignments concerning grammar and vocabulary significantly improves students' speaking abilities. This method encourages students to actively engage in both teaching and learning. Additionally, there is a noticeable trend where students not only practice speaking in the language being learned, but also focus on effective communication.

The teacher's interview also corroborates these observations, noting that students can engage in smooth and confident conversations following complete implementation of TBI. After several sessions, TBI facilitates students' ability to speak and communicate actively. This is evidenced by the teacher's emphasis on the students' progress during the interviews.

Excerpt 3 #

"In my assessment of students' speaking skills, I believe there has been a significant improvement. Following the implementation of TBI in the teaching and learning process, students are now better able to appropriately convey messages. TBI has also instilled confidence in students to speak English, whether individually or with their peers. They no longer hesitate to express themselves, which is crucial to their overall development. This new confidence serves as a strong foundation for further research. Previously, students tended to be more passive participants, but I now see renewed enthusiasm among them. Despite encountering some challenges, the students remain motivated to learn, particularly in the realm of speaking English". (Interview of the teacher)

Based on the transcript of the teacher's interview, the adoption of TBI is pivotal in augmenting and amplifying students' speaking skills. This is because the activities within TBI offer various solutions, such as encouraging active participation in speaking, providing comprehensive learning opportunities covering pronunciation, vocabulary, and grammar aspects, facilitating idea sharing, promoting both individual and group learning, and creating an English-speaking environment. Hence, it can be deduced that activities within TBI are pertinent and efficient in promoting idea exchange, stimulating active participation in education, and creating a setting conducive to both individual and group exchanges. This perspective aligns with the insights of scholars such as D.Nunan [Nunan, 1991], T.Muller [Muller, 2006], and N.S. Prabhu [Prabhu, 1987].

Cultivating a positive disposition among students towards TBI

By employing Task-Based Instruction (TBI), the teacher provides immediate feedback to students, promptly returns task results and papers, and promptly communicates their achievements. These actions aim to recognize students' progress and improvement. Furthermore, the teacher selects relevant topics and activities to positively motivate students, encouraging active engagement in the learning process. Specific feedback is provided to students during the final phase of TBI. Additionally, the teacher provides self-assessment worksheets and recordings of oral presentations to students. Many students believe that these resources enable them to assess and

evaluate their progress and learning performance. This perspective is evident in the translated interviews conducted with some of the students.

“From a personal perspective, I believe that the implementation of TBI has greatly aided me in memorizing vocabularies that were previously unfamiliar to me. TBI has also motivated students, including myself, to engage in regular practice from one meeting to another. Moreover, the self-evaluation worksheet has proven to be highly beneficial in highlighting the vocabulary I have acquired during each session”. (Students 4)

“I must acknowledge the significance of both the self-evaluation worksheet and recording of students’ performances in assessing my progress, particularly in identifying areas for improvement from one session to the next. In essence, this motivates me to address grammatical errors and expand my vocabulary. Personally, TBI fosters increased participation and engagement among students in teaching and learning activities”. (Students 2)

“To be honest, I found TBI quite challenging to grasp at the outset of its implementation. However, through TBI, I gained valuable insights and knowledge on how to improve my English-speaking skills. I believe I developed specific strategies for speaking as a result of this learning approach. Additionally, I noticed considerable improvements in my pronunciation, acquisition of new vocabulary, and ability to articulate complex sentences orally. Overall, the implementation of TBI has been incredibly beneficial, enabling students to speak confidently and fluently, whether in pairs or group settings”. (Students 6)

“I believe the use of transcripts is highly beneficial and positive as they assist in understanding the content effectively. Transcripts allow for a slower and more deliberate examination of the material than recordings, which can sometimes be difficult to follow, especially if they are too fast. Students may find it challenging to listen to and comprehend recordings at a rapid pace. Therefore, transcripts provide a valuable resource for enhancing comprehension and learning”. (Students 3)

“The approach to learning English, especially for myself, has undergone significant changes compared to the past. The tasks associated with TBI present challenges that encourage me to actively participate and respond to questions posed by my peers. Additionally, this is the first time I have had the opportunity to compare my work with that of fluent speakers. This comparison motivates me to continuously enhance my pronunciation and speaking skills”. (Students 8)

According to the translated interview, two students emphasized that the self-evaluation worksheet contributed to enhancing their vocabulary mastery. Conversely, according to these students, recorded performance aids in improving their listening sensitivity. Two other students expressed that recorded performances were beneficial for pronouncing words and vocabulary correctly. One student emphasized the importance of self-evaluation in crafting and utilizing complex sentences, which aids in improving both vocabulary mastery and pronunciation. Moreover, some students expressed that comparing their work with that of others serves as a beneficial pronunciation practice.

In general, the majority of students perceived the implementation of TBI as providing numerous opportunities to engage in English speaking during the learning process. Furthermore, they see the benefit of evaluating their speaking skills by listening to recordings of their performance. Three participants highlighted the significant role of TBI in fostering self-confidence, which, in turn, enhanced their motivation to speak English with greater confidence. Moreover, one student appreciated the flexibility of TBI, particularly in allowing her to listen to her recordings repeatedly. By identifying mistakes and making corrections, she endeavored to effectively enhance her speaking abilities. While one student held a negative perception in favor of utilizing recorded performances, citing difficulties in comprehending the content due to the rapid pace, the majority of students expressed positive sentiments. They emphasized the significance of each activity within TBI in fostering self-confidence and facilitating self-reflection, which are deemed crucial for speaking confidently in both academic and real-life situations.

Limitations of incorporating TBI into the practice of teaching speaking skills

Based on the findings and discussion presented in this study, three shortcomings were identified throughout the execution of TBI. These include (a) limitations in teachers' abilities, (b) constraints related to time availability, and (c) variation in students' skill levels.

Ability of the teacher

According to the interview findings, the initial shortcoming pertains to the teacher's preparation and interaction with the language being taught throughout the teaching and learning sessions. Regarding teacher preparation, thorough preparation is essential for effective TBI implementation. This includes preparing relevant resources, settings, and instructional approaches, and utilizing media that aligns with the characteristics of the students.

Interview#1

I: "Did you encounter any challenges or limitations while applying TBI to teach students' speaking abilities?"

T: "Yes, I encountered several difficulties during the execution of TBI in instructing students' speaking proficiency. One of the main difficulties was the necessity for thorough preparation before conducting lessons. It was crucial to carefully choose suitable tactics and media that aligned with the content being taught. Balancing practical application with theoretical concepts posed a significant challenge, requiring a deep understanding of contextual factors such as student characteristics and learning environments. Introducing topics that facilitate interactions in the language being taught adds to another layer of complexity. Ultimately, the success of TBI relied heavily on the teacher's preparation and ability to effectively orchestrate the instructional and learning process. Utilizing diverse materials and media, such as videos, PowerPoint presentations, and interactive question-answer sessions, helped create a more engaging and contextualized learning environment for students".

Based on the interviews, it was evident that thorough preparation is essential for teachers before implementing TBI. This includes designing impactful lesson plans, effectively delivering content, and maintaining classroom management. The teacher observed in the study employed a variety of media, including videos and PowerPoint presentations, to engage the students. Additionally, encouraging active participation through discussions was effective in motivating students and providing them with new insights. Therefore, English instructors must devise teaching exercises that effectively guide students to achieve their learning objectives.

Time availability

Time constraints emerged as another significant shortcoming of this study. A notable portion of students, specifically 36% (13 out of 36 respondents), expressed that they faced challenges in completing the assigned tasks or instructions within the allocated time frame. This sentiment was reflected in the excerpts extracted from the students' questionnaires.

Some students struggle to comprehend Task-Based Instruction (TBI), particularly regarding grammar, vocabulary, and pronunciation, due to time constraints. (S3)

Although this method shows promise for implementation, it requires additional time. (S20)

Understanding task-based instruction (TBI) directives coupled with accompanying materials requires a significant amount of time. (S32)

Based on the excerpts provided, it is apparent that students require additional time to grasp specific material, particularly grammar and vocabulary. This need arises from their focus on understanding grammatical regulations, spelling, and pronunciation, and enhancing their vocabulary skills. Considering the constraints of limited time, this study underscores the importance of fostering student awareness of effective communication.

In my view, TBI is closely linked to how we communicate or express ourselves, particularly in spoken English. Therefore, grammar is not prioritized as the primary focus of students. Instead, the emphasis is on enabling students to freely communicate, express themselves, and understand various contexts in oral communication. The goal is to enhance their fluency in spoken English and build confidence in speaking, whether individually, with a partner, or in groups. While speaking takes precedence, this does not mean that grammar is entirely disregarded. Grammar instruction was introduced once students gained confidence in speaking and acquired sufficient understanding of communication contexts. This approach is considered to be a crucial starting point for students. After students developed their speaking skills, grammatical errors were addressed by reviewing their recorded oral performances. This enables students to identify and correct mistakes, thereby enhancing their speaking skills. In summary, TBI should prioritize enhancing students' oral communication skills in English, whereas grammar instruction serves to refine and enhance their spoken performance. (Teacher's interview)

Based on the findings from the surveys and interviews, it is evident that teachers must prioritize the development of students' communication competence, particularly

their speaking skills. TBI serves as an effective tool for instilling confidence in students and familiarizing them with various communication contexts. However, teachers should not overlook the importance of grammar in the TBI approach. While speaking skills are emphasized, grammar still holds significance in ensuring effective communication, albeit to a lesser extent than speaking proficiency. Therefore, a balanced approach that integrates speaking practice and grammar instruction is recommended for optimal language learning outcomes.

Different students' proficiency level

Another shortcoming of this study was the varying proficiency levels among students. Approximately 28% or 10 out of 36 students admitted to having inadequate language proficiency, particularly in vocabulary acquisition, grammar, and pronunciation. This discrepancy in proficiency levels poses a challenge in effectively implementing TBI, as students with lower proficiency may struggle to keep pace with instructional content and tasks.

The absence of Uzbek translations for materials and instructions, which are primarily in English, poses challenges for students with lower language proficiency, such as myself, leading to confusion. (S 16)

Understanding the material is quite challenging for me, because the teacher predominantly uses English. Consequently, I found it difficult to comprehend and respond to the questions posed by the teacher. (S 24)

Due to this shortfall in TBI implementation, students predominantly resort to their native language (Uzbek) during interactions, as noted by U.Sae-Ong [Sae-Ong, 2010], P.Skehan [Skehan, 1996], and T.Wright [Wright, 1987]. They often respond to the teacher's questions and instructions in Uzbek because of variations in English proficiency levels, including limitations in vocabulary, grammar, and pronunciation. Thus, teachers must offer suitable materials and lesson plans that cater to students' diverse proficiency levels, ranging from low to high competence.

According to the results of the interviews, the following conclusions were drawn:

- The participants consistently highlighted the positive impact of TBI on speaking proficiency. As J.Harmer highlighted, they attribute improvements in vocabulary mastery, pronunciation, ability to articulate complex sentences, and overall confidence in speaking English to the implementation of TBI [Harmer, 2007; 145].

- TBI has fostered increased participation and engagement among students in teaching and learning activities. The interactive nature of TBI tasks encourages students to participate actively, respond to questions, and engage with their peers. Participants valued the use of self-evaluation worksheets, recording performances, and transcripts as effective pedagogical tools. These tools facilitate self-assessment, identify areas of improvement, and enhance comprehension and learning by providing opportunities for reflection and review. As J.C. Richards and T.S. Rodgers [Richards & Rodgers, 2014; 107] concluded, TBI involves instructional methods that emphasize abundant student interaction and promote student-centred learning, which can positively affect not only the engagement of participants but also the development of their speaking

skills.

■ While acknowledging the benefits of TBI, participants also acknowledged the challenges associated with its implementation. Thorough preparation, selection of suitable tactics and media, and balancing practical applications with theoretical concepts are identified as key challenges faced by instructors.

■ TBI motivates students to engage in regular practice, address grammatical errors, and continuously improve speaking skills. Participants expressed renewed enthusiasm for learning English and a commitment to ongoing development.

The study's sample primarily consisted of students from a specific grade level and geographic location, limiting the generalizability of the findings. Future research could benefit from a more diverse sample that includes students from different grades, schools, and cultural backgrounds. In addition, this study primarily focused on the perspectives of students and instructors. Including additional stakeholders such as parents, administrators, and community members could offer a more holistic view of the impact of TBI on English language learning outcomes. By addressing these limitations and implementing these recommendations, future research can advance our understanding of the effectiveness of TBI in enhancing English speaking skills and inform the development of evidence-based instructional practices.

CONCLUSION

Drawing from the study results, the implementation of TBI yields several benefits for students, particularly in enhancing their speaking skills. These advantages include fostering active participation in the learning process, improving speaking proficiency, and cultivating positive attitudes toward TBI. These benefits enable students to actively engage in speaking, comprehensively learn various aspects of speaking skills (such as pronunciation, vocabulary, and grammar), share ideas, and collaborate with peers, thereby creating an English-speaking environment conducive to interaction. However, this study also identified certain limitations associated with TBI implementation, including challenges related to teacher preparedness, time constraints, and variations in students' proficiency levels. This study presents a different method for instructing English as a Foreign Language (EFL) learners by incorporating Task-Based Instruction (TBI). The implementation of TBI has shown favorable outcomes in improving the oral communication abilities of senior high school students. Thus, it can be inferred that TBI is a suitable approach for implementation in an Indonesian setting, where English is taught as a foreign language.

REFERENCES

1. Aleksandrak, M. (2011). Problems and challenges in teaching and learning speaking at advanced level. *Glottodidactica*, 37, 37–48. <https://doi.org/10.14746/gl.2011.37.3>.
2. Amsori, H., Nugraha, M.A., & Sibarani, J. (2023). The effect of task based learning method using anchor podcast application on students' speaking ability. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 11(1), 67–76. <https://doi.org/10.22460/eltin.v11i1.p67-76>.
3. Appel, G., & Lantolf, J.P. (1994). Speaking as mediation: A study of L1 and L2 text recall tasks. *The Modern Language Journal*, 78, 437–452. <https://doi.org/10.2307/328583>.

4. Bashir, M., Azeem, M., & Dogar, A.H. (2011). Factor effecting students' English speaking skills. *British Journal of Arts and Social Sciences*, 2(1), 34–50.
5. Bryfonski, L. (2021). Training native and nonnative English-speaking teachers: Task-based language teaching in Honduras. In K.M. Bailey & D.Christian (Eds.), *Research on Teaching and Learning English in Under-Resourced Contexts* (pp. 128–142). London: Routledge.
6. Dunne, M., Pryor, J., & Yates, P. (2005). *Becoming a researcher: A companion to the research process*. Berkshire, UK: Open University Press.
7. Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193–220. <https://doi.org/10.1177/13621688000400302>.
8. Ellis, R. (2003). *Task-based language learning and teaching* (1st ed.). Oxford: Oxford University Press.
9. Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow: Longman.
10. Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Longman.
11. Hasan, A.A.A. (2014). The effect of using task-based learning in teaching English on the oral performance of the secondary school students. *International Interdisciplinary Journal of Education*, 3(2), 250–264. <https://doi.org/10.12816/0003003>.
12. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
13. Long, M.H. (1985). Input and second language acquisition theory. In S.Gass & C.Madden (Eds.), *Input and Second Language Acquisition* (pp. 377-393). Rowley, MA: Newbury House.
14. Luchini, P.L. (2004). Developing oral skills by combining fluency-with accuracy-focused tasks: A case study in China. *Asian EFL Journal*, 6(4), 1–20.
15. Malihah, N. (2010). The effectiveness of speaking instruction through task-based language teaching. *Register*, 3(1), 85–101.
16. Muller, T. (2006). Researching the influence of target language on learner task performance. In P.Robertson & J.Jung (Eds.), *Special Conference Proceedings Volume: Task-based Learning in the Asian Context* (Vol. 8(3), pp. 165–173). Tortola: Road Town.
17. Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
18. Nunan, D. (1991). *Language teaching methodology*. Upper Saddle River, NJ: Prentice Hall.
19. Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*, 2(6), 533–535. <https://doi.org/10.7763/IJSSH.2012.V2.164>.
20. Prabhu, N.S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
21. Richards, J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667305>.
22. Richards, J.C., & Rodgers, T.S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781009024532>.
23. Rohani, S. (2013). Positive versus negative communication strategies in task-based learning. *TEFLIN Journal*, 24(2), 158–179. <https://doi.org/10.15639/teflinjournal.v24i2/158-179>.
24. Sae-Ong, U. (2010). The use of task-based learning and group work incorporation to develop English speaking ability. *MA thes*. Thailand: Shrinakhrinwirot University.
25. Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38–62. <https://doi.org/10.1093/applin/17.1.38>.
26. Skehan, P. (2003). Task-based instruction. *Language Teaching*, 36(1), 1–14. <https://doi.org/10.1017/S026144480200188X>.
27. Uztosun, M.S., & Erten, İ.H. (2014). The impact of English proficiency on the use of communication strategies: An interaction-based study in Turkish EFL context. *Journal of Language and Linguistic Studies*, 10(2), 169–182.
28. Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

29. Wright, T. (1987). Instructional task and discorsal outcome in the L2 classroom. In C.Candlin & D.Murphy (Eds.), *Language Learning Tasks* (pp. 47–68). New Jersey: Prentice-Hall.
30. Yim, S., & Warschauer, M. (2017). Web-based collaborative writing in L2 contexts: Methodological insights from text mining. *Language Learning & Technology*, 21(1), 146–165. <https://dx.doi.org/10125/44599>.