

# THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENT'S SPEAKING SKILL FOR NON-ENGLISH STUDY PROGRAM

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## ABSTRACT

*This research examines the efficacy of Task-Based Language Teaching (TBLT) in enhancing oral communication abilities among non-English major students at Universitas Muhammadiyah Kudus. A quasi-experimental approach with pre-test and post-test evaluations was utilized, involving 30 second-semester nursing students assigned to experimental and control groups. Through the application of Wilcoxon Signed and Mann-Whitney statistical techniques, the study evaluated the influence of TBLT on fluency, vocabulary, and overall language proficiency. The results demonstrated notable enhancements in the experimental group's fluency ( $Z = -4.075$ ,  $p < .001$ ), vocabulary ( $Z = -4.108$ ,  $p < .001$ ), and language proficiency ( $Z = -3.810$ ,  $p < .001$ ), in contrast to the control group which did not exhibit significant improvements. These outcomes align with previous research, underscoring the effectiveness of TBLT in bolstering language skills through meaningful, interactive tasks.*

**Keyword:** *teaching, speaking skill, task-based language*

## INTRODUCTION

The teaching of English as a foreign language in Indonesia is a critical component of the educational curriculum, emphasizing the mastery of four essential skills: speaking, listening, reading, and writing. Speaking skills, in particular, are vital as they enable learners to acquire and convey knowledge effectively, aligning with Graham-Mar's assertion that language acquisition through speaking and listening predates reading and writing. The 2013 curriculum in Indonesia provides students with numerous opportunities to enhance their speaking skills through various activities such as speeches, emceeing, poetry, debates, presentations, and role-playing, which foster creativity and language competence. However, the implementation of these activities faces several challenges. For instance, students often exhibit anxiety, low participation, and a tendency to revert to their first language, while teachers struggle with classroom management and effective strategy deployment (Puspitasari & Dewi, 2023). Additionally, the lack of confidence and understanding of communication literacy among students further complicates the teaching process, as observed in training sessions conducted by university lecturers (Afriana et al., 2024). Despite these challenges, integrated teaching methods that combine listening and speaking activities have shown promise in improving language mastery. Moreover, the need for effective teaching strategies is underscored by the low quality of speaking skills among graduates, indicating a systemic issue in the English language teaching framework in Indonesia (Wulansari & Uyun, 2023).

Interventions such as the development of specialized learning materials based on established linguistic hypotheses have proven effective in enhancing speaking skills among non-English majors, demonstrating the importance of tailored educational resources (Setiawan & Pranowo, 2022). Furthermore, early exposure to English through engaging methods like word play and sentence dictation has been successful in motivating elementary students and improving their language skills (Nikijuluw et al., 2022). The integration of contemporary

learning theories and innovative teaching methods, such as digital and blended learning, is essential for equipping teachers with the necessary skills to address the evolving educational landscape (Prayogo, 2022). Despite the mandatory status of English in the curriculum, its use outside the classroom remains limited, with students often defaulting to Bahasa Indonesia or local languages, highlighting the need for more immersive and practical language use environments. The importance of speaking skills is further emphasized by the observation that students' lack of practice, shyness, and nervousness significantly hinder their ability to communicate effectively in English (Kurniawan et al., 2022). Therefore, a comprehensive approach that includes strategic interventions, early exposure, and the integration of modern pedagogical techniques is crucial for improving English speaking skills among Indonesian students, ultimately enhancing their overall language competence and preparing them for global communication.

Based on my observation in class teaching at Universitas Muhammadiyah Kudus, there are several problems have problem in speaking such as, students are afraid to ask and answer questions in English. And students tend to have low motivation in classroom situations. There are many techniques to improve students' speaking skills such as; role-playing, games, interviews, paired work, information gaps, and task-based language teaching. Task Based Language Teaching is able to be used in the class to improve students' speaking skills in classroom situations in the way that lecturer must be creative to make the class fun in the teaching and learning process.

Task-Based Language Teaching (TBLT) has been widely recognized for its effectiveness in enhancing students' speaking skills in English as a Foreign Language (EFL) contexts. Research by Sariçoban and Karakurt (2016) and Farahani and Nejad (2009) supports the notion that task-based activities significantly improve listening and speaking abilities, with positive effects observed across different genders and proficiency levels. This aligns with findings from various studies that highlight the benefits of TBLT. For instance, a systematic review of 38 articles from 2014 to 2023 revealed that TBLT, especially when integrated with technological tools like Digital Storytelling (DST) and mobile-supported tasks, significantly enhances speaking proficiency, engagement, and motivation among EFL learners in higher education settings (Yan et al., 2024). In China, TBLT has been shown to address the lack of real-context language use and improve comprehensive language skills, although it also presents some challenges that need to be managed (Yong, 2024). Additionally, a study at Shambu Secondary School demonstrated that Task-Based Speaking Instruction (TBSI) positively influences students' perceptions of their speaking performance, suggesting that TBLT can be a valuable approach in secondary education as well (Dheressa et al., 2024). Furthermore, research involving second-year architectural engineering students at Cihan University-Erbil indicated that group oral presentations within a task-based framework foster positive attitudes and active participation, although improvements in pronunciation and grammatical precision were less evident (Azizifard, 2024). Classroom Action Research at Widya Dharma University Klaten also showed that TBLT enhances English skills across various scientific disciplines, promoting cooperative attitudes and enriching vocabulary specific to students' fields of study (Sholihah & Anggraheny, 2023). Collectively, these studies underscore the multifaceted benefits of TBLT in improving speaking skills, fostering collaborative behavior, and enhancing overall language proficiency in diverse educational contexts.

Based on the above phenomenon, it can be concluded that Task Based Language Teaching in the teaching and learning process is one of teaching pedagogies to enhance the English skill

especially speaking. Therefore, this study is aimed to examine the effectiveness of Task-Based Language Teaching on student's Speaking Skills for non-English study program at Universitas Muhammadiyah Kudus.

## METHODOLOGY

This study is quasi-experimental research design in the way that this study wants to measure the effectiveness of task-based language teaching (TBLT) on students' speaking ability. According to Cresswell (2014) the design of an experiment is to test the impact of a treatment (or intervention) on an outcome, by controlling for all other factors that may affect the outcome. That is, the design in this study is to describe whether or not there is an influence in this study.

The population of this study were all second semester of S1 Nursing students in the academic year of 2024-2025 covering 148 participants. The sample, later on, chosen for this study were 30 participants by purposive sampling and divided into two groups (15 experimental group and 15 control group). The instrument of this study was pretest and posttest of speaking for both experimental group and control group.

The data were later collected by the result of pretest and posttest. The scores obtained both before and after the test were subjected to inferential analysis utilizing the statistical methods of Wilcoxon Signed and Mann-Whitney. These techniques were employed to determine the significance of any differences observed between the two sets of scores. Additionally, the Kolmogorov-Smirnov test was carried out as part of the analysis process in order to assess the normality of the data distribution, ensuring the validity of the statistical conclusions drawn from the study.

## RESULT AND DISCUSSION

The application of the Kolmogorov-Smirnov test demonstrated a data distribution that significantly differed from normality, with a p-value below 0.05. Consequently, non-parametric tests were conducted to compare the variability between pre-measurement and post-measurement outcomes for three distinct test components. The subsequent analysis delved into examining data pertaining to fluency, vocabulary, and language usage in both pre-test and post-test settings within the confines of the treatment and control groups.

### TBLT on Fluency

Table 1. Descriptive Statistics for Fluency: Experimental Group

|      | N  | M    | SD   | Min  | Max | Median |
|------|----|------|------|------|-----|--------|
| Pre  | 15 | 4.92 | 1.23 | 1.22 | 7   | 4 5 6  |
| post | 15 | 6.10 | 1.41 | 3    | 9   | 5 7 7  |

Table 2. Test Statistics for Fluency: Experimental Group

| Fluency (pre) – Fluency (post) |        |
|--------------------------------|--------|
| Z                              | -4.075 |
| Asymp.Sig. (2-tailed)          | .000   |

Tables 1 and 2 present an examination of the language proficiency fluency domain's pre-test and post-test outcomes in the treatment group, while Tables 3 and 4 illustrate the analysis for the control group. The analysis of Tables 1 and 2 indicates notable differences in pre-test and post-test scores for the treatment groups. The results of the Wilcoxon sign rating test exhibited a significant variation in the fluency dimension ( $Z = -4.075$ ,  $p < .001$ ), with the median fluency score (7.00) displaying enhancement after treatment in comparison to pre-treatment (median = 5.00). This notable distinction implies that the methodologies employed in Task-Based Language Teaching (TBLT) aid students in speaking fluently and cohesively, utilizing suitable intonation, and linking ideas logically. It is demonstrated that the utilization of TBLT has a beneficial influence on students' fluency following treatment. These findings align with earlier studies conducted by Nunan (2005), Ellis (2003), and Willis (1996), validating the effectiveness of TBLT in advancing language proficiency. (Sharmin, 2023). These results support the assertion made by Mao (2012) that methods like TBLT enable students to participate in communication using the desired language, thereby contributing significantly to the attainment of language proficiency objectives (Yong, 2024).

Table 3. Descriptive Statistics for Fluency: Control Group

|      | N  | M    | SD   | Min  | Max | Median |
|------|----|------|------|------|-----|--------|
| Pre  | 15 | 4.90 | 1.11 | 1.22 | 7   | 4 5 6  |
| post | 15 | 5.11 | .864 | 3    | 9   | 5 5 6  |

Table 4. Test Statistics for Fluency: Control Group

| Fluency (pre) – Fluency (post) |       |
|--------------------------------|-------|
| Z                              | -.931 |
| Asymp.Sig. (2-tailed)          | .341  |

The findings displayed in Table 3 and Table 4 demonstrate that there is no statistically significant difference in fluency levels between participants in the control group prior to (median = 5.00) and following (median = 5.00) the intervention, based on the results of the statistical analysis ( $Z = -.931$ ,  $p > .05$ ). This indicates that conventional instructional methods do not influence the oral proficiency of students. These outcomes align with the perspective that the effectiveness of traditional strategies like production, practice, and production (PPP) in enhancing speaking abilities is uncertain due to the need for exposure to meaningful tasks beyond simple grammar drills. (Lu, 2024). The results obtained from this research provide additional confirmation to the claim that traditional approaches, characterized by a limited number of activities, may impede the proficiency of students in effectively expressing themselves in the desired language, even after extensive periods of education and practice (Hulwana, 2024). Similarly, the findings align with a previous study's conclusions that conventional methods like PPP can indeed enhance students' speaking confidence in the classroom; however, there may be challenges when it comes to effectively utilizing these language skills in authentic communication scenarios after the instructional period has ended (Baronenko et al., 2023).

### TBLT on Vocabulary

Table 5. Descriptive Statistics for Vocabulary: Experimental Group

|      | N  | M    | SD   | Min | Max | Median |
|------|----|------|------|-----|-----|--------|
| Pre  | 15 | 4.56 | 1.30 | 2   | 8   | 4 5 5  |
| post | 15 | 5.55 | 1.38 | 3   | 8   | 4 6 7  |

Table 6. Test Statistics for Vocabulary: Experimental Group

| Fluency (pre) – Fluency (post) |        |
|--------------------------------|--------|
| Z                              | -4.108 |
| Asymp.Sig. (2-tailed)          | .000   |

The impact of task-based language teaching on vocabulary expansion was thoroughly investigated by examining the data presented in Table 5 and Table 6, showcasing the pre-test and post-test outcomes related to vocabulary proficiency within the treatment group. In contrast, Table 7 and Table 8 were utilized to conduct similar analyses for the control group, providing a comprehensive comparison. The results illustrated in Table 5 and Table 6 highlighted significant differences in the pre-test and post-test scores among the treatment groups, indicating notable progress. The outcomes derived from the Wilcoxon sign ranking test displayed a considerable variation in vocabulary aspects ( $Z = -4.108$ ,  $p < .001$ ), emphasizing the effectiveness of the intervention. Following the intervention, fluency scores (median = 6.00) exhibited enhancement as opposed to the pre-treatment scores (median = 5.00), signifying that the implementation of task-based language teaching methodologies had a positive influence on enriching the participants' vocabulary range. This favorable influence can be ascribed to the nature of tasks incorporated in task-based language teaching, which not only enable students to practice the language but also facilitate the acquisition of new vocabulary for effective communication, emphasizing the significance of word meanings and their practical usage. The assignments are designed to engage students in various activities that entail comprehension, manipulation, production, or interaction using vocabulary terms, prioritizing understanding over mere linguistic forms. This viewpoint is supported by the scholarly works of Richards and Rodgers (2006) as well as Nunan (2010), underscoring the value of assignments in fostering a learning environment where students are encouraged to make mistakes and derive lessons from them through active participation, thereby fostering language development. The absence of exposure to such interactive pedagogical approaches may impede students' capacity to proficiently utilize the target language vocabulary (Quilambaqui & Parra, 2023).

Table 7. Descriptive Statistics for Vocabulary: Control Group

|      | N  | M    | SD  | Min | Max | Median |
|------|----|------|-----|-----|-----|--------|
| Pre  | 15 | 5.09 | 1.5 | 1   | 8   | 4 5 6  |
| post | 15 | 5.11 | 1   | 3   | 7   | 5 5 6  |

Table 8. Test Statistics for Vocabulary: Control Group

| Fluency (pre) – Fluency (post) |       |
|--------------------------------|-------|
| Z                              | -.810 |
| Asymp.Sig. (2-tailed)          | .418  |

The findings illustrated in Table 7 and Table 8 pertaining to the control group indicated no statistically significant distinction in the enhancement of pre-treatment vocabulary (median = 5.00) and post-treatment vocabulary (median=5.50), ( $Z=-.810$ ,  $p>.05$ ). These results suggest that conventional pedagogical methods do not effectively enhance students' vocabulary skills. The control group, which is subjected to traditional instructional techniques, primarily focuses on honing speaking abilities through activities such as reading passages and answering comprehension queries based on audiovisual materials. Subsequently, students are tasked with recalling the information presented in the texts or recordings. Moreover, learners are guided to create visual aids as a tool for reference prior to participating in speaking exercises. These outcomes align with existing literature, indicating that a regimented approach can offer students a sense of structure but might hinder their vocabulary expansion and innovative language usage. Language assimilation within a traditional educational

framework may furnish students with theoretical comprehension but may not guarantee practical application proficiency (Rohman & Wijaya, 2023). These findings align with the perspective that individuals who demonstrate proficiency in grasping theoretical concepts may encounter challenges in retaining information learned in the past, as they may have limited exposure to particular activities and drills, consequently affecting their ability to recall previously acquired knowledge (Plunkett, 2022).

### TBLT on Language Mastery

Table 9. Descriptive Statistics for Language Mastery: Experimental Group

|      | N  | M    | SD   | Min | Max | Median |
|------|----|------|------|-----|-----|--------|
| Pre  | 15 | 4.63 | 1.34 | 2   | 7   | 4      |
| post | 15 | 5.68 | 1.59 | 2   | 9   | 5      |

Table 10. Test Statistics for Language Mastery: Experimental Group

| Fluency (pre) – Fluency (post) |        |
|--------------------------------|--------|
| Z                              | -3.810 |
| Asymp.Sig. (2-tailed)          | .000   |

Tables 9 and 10 exhibit a thorough examination of the results from both the pre-test and post-test in relation to the language proficiency domain for the treatment groups. On the other hand, Tables 11 and 12 illustrate the analyses conducted on the pre-test and post-test outcomes concerning the language proficiency domain for the control group. The outcomes presented in Tables 9 and 10 unveil significant disparities in the pre-test and post-test scores among the treatment groups. The statistical evaluation, specifically the outcomes of the Wilcoxon sign rating test, indicated a substantial variation in the language mastery domain ( $Z = -3.811$ ,  $p < .001$ ). The enhancement in fluency score (median = 6.00) post-treatment compared to pre-treatment (median = 4.50) is noteworthy. This underscores the influence of Task-Based Language Teaching (TBLT) on fostering advancements in the language proficiency of the treatment groups. The implementation of TBLT enables students to actively interact with the language, immerse themselves in a meaningful linguistic setting, and decode complex language inputs to enhance their language competencies, in line with Krashen's (2003) perspectives. Offering feedback, rephrasing for better understanding, and soliciting clarification during tasks prove to be advantageous for students. (Yan et al., 2024). Moreover, the theoretical frameworks put forth by Howart (1984), Bygate and Norris (2009), as well as Van and Branden (2012) underscore the significance of both fluency and accuracy in the process of acquiring a language. In accordance with the Task-Based Language Teaching (TBLT) methodology, tasks designed for students aim to promote the utilization of language with precision and clarity. These assignments serve as a platform for students to not only demonstrate their linguistic skills but also to ensure that they are able to communicate effectively and intelligibly (Sharmin, 2023). According to Bruner (1999), the efficacy of language acquisition is contingent upon the active engagement of students in the learning process as well as their performance in various tasks. Furthermore, research aligns with the notion that Task-Based Language Teaching (TBLT) is more conducive to the development of advanced language competencies compared to the traditional Presentation-Practice-Production (PPP) approach. Consequently, it can be inferred that TBLT not only cultivates a heightened awareness of linguistic structures but also contributes to the enhancement of students' oral communication abilities. In sum, the implementation of TBLT methodologies serves to nurture linguistic proficiency and speaking skills among language learners. (Azizifard, 2024).

Table 7. Descriptive Statistics for Language Mastery: Control Group

|      | N  | M    | SD  | Min | Max | Median |
|------|----|------|-----|-----|-----|--------|
| Pre  | 15 | 5.08 | 1.5 | 1   | 8   | 4 5 6  |
| post | 15 | 5.70 | .92 | 4   | 7   | 5 6 6  |

Table 8. Test Statistics for Language Mastery: Control Group

|                                |         |
|--------------------------------|---------|
| Fluency (pre) – Fluency (post) |         |
| Z                              | - 1.760 |
| Asymp.Sig. (2-tailed)          | .075    |

The results depicted in Tables 11 and 12 indicate that there was no statistically significant variance in language proficiency levels observed among the control group participants in both the pre-treatment (median=5.00) and post-treatment (median=6.00) phases ( $Z=-1.761$ ,  $p>.05$ ). Consequently, it is evident that the traditional pedagogical methods employed failed to yield a noteworthy enhancement in the linguistic capabilities of the students. The educational strategies implemented for the control group primarily revolved around activities such as reading passages and responding to comprehension queries derived from audio or visual content to enhance their oral communication skills. However, the conventional teaching practices did not prioritize the comprehension of the underlying meaning, ultimately proving to be inadequate in fostering substantial improvements in the language proficiency of the students. Thus, it can be inferred that the traditional instructional techniques do not effectively contribute to the advancement of students' linguistic competence in a significant manner.

## CONCLUSION

It is evident that there was a notable enhancement in the performance of the treatment group across all dimensions, whereas no significant variations were noted in the control group. The results indicate that Task-Based Language Teaching (TBLT) proves to be a feasible strategy for enhancing the speaking skills of university students enrolled in non-English programs. It is important to highlight that there is a lack of prior studies investigating the efficacy of TBLT in teaching University students. The suggested framework could be utilized by the Ministry of Education to enhance educational resources, with a focus on task-based exercises for the speaking component, potentially resulting in accelerated language proficiency and heightened student involvement. The National Institute of Education could contemplate integrating the TBLT approach into training modules for teachers, enabling prospective educators to implement this technique in teaching Malay and refine their teaching methodologies. Future studies should include increased sample sizes to enhance the ability to make broader conclusions, investigate additional language abilities, and consider various educational levels to assess the impact of age and proficiency factors. Furthermore, administering both immediate and delayed post-tests at different time points will offer valuable information on the efficacy of Task-Based Language Teaching in both short-term and long-term contexts.

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