

Designing Task-Based Language Teaching to Foster Confidence, Collaboration, and Performance: Teachers' Perspectives from Indonesian EFL Classrooms

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Abstract

Purpose: This study aims to determine the perspectives of English Language (EFL) teachers at the junior high school level towards TBLT, how teachers design and implement task-based speaking classes, especially regarding how to improve students' confidence, collaboration, and speaking performance, as well as the challenges and methods used to overcome these challenges.

Methodology: The researchers employed a qualitative descriptive strategy. Data was collected at Al Abidin Islamic Junior High School in Surakarta through classroom observations, semi-structured interviews with three English teachers, and documentation. The data analysis approach adopted by Miles and Huberman (1994) included data reduction, data presentation, and

Results: The findings of this study indicate that teachers have very positive attitudes toward TBLT, are more flexible, motivated, and prefer using the TBLT approach compared to traditional techniques such as PPP and CLT. Teachers stated that they structure assignments according to students' abilities, needs, and learning styles, and use diagnostic tests to differentiate assignments. Group presentations, role-playing, and realistic simulations such as vlogs and situational discussions are also frequently used in its implementation. Differences in student ability levels, limited vocabulary, lack of confidence, and time constraints are obstacles encountered in learning activities. Teachers address these issues with personalized instruction, language support, and the creation of an engaging learning environment through games and other activities.

Applications/Originality/Value: This study has the advantage of emphasizing the importance of a teacher in providing appropriate speaking activities to increase confidence, collaboration, and speaking performance in English as a Foreign Language, as well as providing practical solutions to overcome challenges in the classroom. This shows that TBLT is a versatile and effective conceptual framework.

Key words: TBLT, Confident, Collaboration, Speaking Performance, Teacher Perception

Introduction Section

In this era, speaking has been an important skill in education, especially for learners of English as a Foreign Language (EFL). Proficient speaking skills can help students convey their ideas, interact, and use English effectively. However, in the EFL context, especially at the junior high school level, some students still experience difficulties due to limited opportunities, fear of making mistakes, and lack of confidence (Meyra Nugrahaeni, 2022). This makes teachers play an important role in creating a supportive learning environment. Research by Kovalchuk & Yermak (2022) showed that educators are in an ideal position to develop an atmosphere that supports the improvement of students' communication skills. Task designs created by teachers are expected to overcome these challenges. These speaking skills are important for efficient communication, which is a basic requirement in today's modern society (Akhter Shamim, 2021). Furthermore, educators often dominate the classroom, causing students to become passive and reluctant to participate (Hima et al., 2021). This situation highlights the importance of implementing pedagogical design strategies specifically designed to increase motivation and the application of English in real, interesting, and relevant communication contexts.

Task-Based Language Teaching (TBLT) is a contemporary, student-centered method of teaching foreign languages that provides students with many opportunities to use language to express their thoughts, emotions, and experiences, thereby improving their linguistic competence (Prasad Bhandari, 2020). This approach is in line with the objectives of Indonesia's modern curriculum, which encourages student independence, collaboration, and communication skills (Prianty et al., 2021). Most educators in Indonesia also consider this approach to be an optimal and superior pedagogical technique compared to traditional teaching approaches, as it is considered to provide better and more significant learning opportunities for students (Hima et al., 2021). The use of TBLT is considered to be able to develop confidence, teamwork, and speaking

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skills. Self-confidence is an important factor in the success of foreign language learning. Students with high self-confidence tend to be more active in participating and collaborating in learning activities than students who lack this ability. According to Rahmawati and Rizqiya (2023), a lack of self-confidence makes students passive and reluctant to participate in speaking activities in class. Maharani Ravita (2022) demonstrated a substantial association between self-efficacy and students' speaking ability. The study reveals disparities among pupils regarding performance, fluency, pronunciation, and linguistic structure. Then Chang et al. (2024) emphasized that "confidence in specific tasks and enjoyment dynamically improve EFL students' speaking skills over time. TBLT can not only improve speaking skills but also build cooperation and confidence among students. Role-playing, conversation, collaboration, and active communication in English are activities that are considered to improve these skills. A study by Sumanto & Saharani (2023) indicated that psychological factors, such as confidence, significantly affect speaking performance, but research by Melati (2022) stated that the continuous use of Task-Based Language Teaching (TBLT) improves students' speaking fluency and collaborative abilities. Meanwhile, Sri Rahayuningsih (2022) showed that the teaching methods used by educators significantly influence students' confidence in practicing speaking in English.

A number of earlier studies on "Teachers' Perceptions of Task-Based Learning for Speaking Skills in English as a Foreign Language (EFL)" have suggested that EFL teachers in Indonesia have a positive view of the implementation of TBLT. This approach is considered to increase student engagement and participation in speaking. Although some of them experienced various difficulties, including time constraints and differences in student abilities during the implementation of TBLT (Saragih et al., 2022). Research on "Perceptions of Teachers of English as a Foreign Language in Indonesia towards the Task-Based Language Teaching Approach" also found that most teachers of English as a Foreign Language at the junior high and high school levels have a positive attitude towards the implementation of TBLT, even though their knowledge of this approach is still limited. All teachers also stated that they have and will continue to implement TBLT in Classroom Learning (Prianty et al., 2021). Recent research (Firmas Hibatulloh et al., 2024; Nurfadhilah et al., 2023) suggested that authentic and collaborative tasks play a crucial role in encouraging greater participation and peer interaction, creating a more supportive atmosphere, and fostering student confidence and engagement. Meanwhile, quasi-experimental studies in vocational contexts also showed a very significant improvement in students' speaking performance after being taught task-based learning (Rizky Amalia et al., 2024).

Although TBLT research in Indonesia has shown many positive results, most of it has focused only on student learning outcomes. This study was conducted to determine the perspectives of junior high school EFL teachers in Indonesia in designing task-based speaking lessons to gain insight into how these tasks are designed and implemented to support student confidence, collaboration, and speaking performance. Taking the teachers' perspective, research questions are based on the need to explore teachers' perspectives on TBLT to improve student confidence, collaboration, and speaking performance. (1) How do EFL teachers perceive the implementation of task-based speaking lessons in their classrooms? (2) In what ways do teachers design and implement task-based speaking activities to promote students' confidence, collaboration, and speaking performance? (3) What challenges and strategies do teachers experience in fostering students' confidence, collaboration, and speaking performance through task-based speaking lessons?

Method

This research delves into the perspectives and challenges faced by teachers who give tasks to students to develop speaking skills. Therefore, this research will interpret many subjective views of the participants. This research falls under the category of descriptive qualitative research. Qualitative research is an iterative process in which scientific understanding can increase through significant new distinctions by approaching the phenomena under study (Aspers & Corte, 2019). Qualitative research does not rely on statistical procedures or other forms of calculation to obtain its findings. This study was done in SMP Islam Al Abidin Surakarta. The participants are three English teachers. Data were acquired by observation, interview, and documentation. Observation provided the researcher with valuable insights into the English learning process, given assigned. The researcher interviewed English teachers about their perspectives on which teacher should be assigned to develop learners' speaking skills in the class.

This study used Miles and Huberman's (1994) three steps of data reduction, display, and conclusion. The researcher categorised interview transcripts into groups based on important themes and concepts. Classroom observations provided the researcher with valuable insight into English learners' processes through speaking skills. To clarify, observation data were used with extensive illustrations or descriptions. Finally, the main themes or difficulties from interview and observation data were identified, and their implications for teaching and the classroom were discussed. This extensive data study revealed teachers' opinions and obstacles in what teachers assigned task language teaching that can develop the students' confidence, collaboration, and speaking performance at SMPI Al Abidin Surakarta.

Finding

Teacher Perception of TBLT in the EFL Classroom

EFL Teachers' Perceptions of Task-Based Language Teaching in their classrooms. Based on interviews with three English teachers, namely KRS, AIS, and NH. The length of teaching experience and grade from the teachers are KRS 4 years with 8 grade, AIS 2 years with 7 grade, and then NH 3 years with 9 grade. It was found that they had a positive view of the application of Task-Based Language Teaching (TBLT) in teaching English speaking in EFL classes. In general, TBLT is understood as a more effective, flexible, and student-centered approach compared to PPP (Presentation Practice Production) or CLT (Communicative Language Teaching).

According to KRS, although all approaches have their own advantages and disadvantages, he said that TBLT has the advantage of increasing student enthusiasm and participation.

"In my opinion, all approaches have their own advantages and disadvantages... Regarding the advantages of TBLT, I am confident that with TBLT, children will be more enthusiastic because the children carry out activities... they are asked not only to receive lessons but also to actively do something compared to other methods." (KRS)

KRS believes that each approach has different advantages and disadvantages. However, it believes that Task-Based Language Teaching (TBLT) is a method that prioritizes students in the learning process and offers greater benefits because it can foster interest and active engagement among students. According to KRS, tasks in TBLT connect theory and practice so that students can learn through direct experience rather than just receiving knowledge from teachers. By applying authentic tasks that require communicative language use, Task-Based Language Teaching (TBLT) provides opportunities for students to explore, interact, and hone their English skills in situations relevant to their lives. In this way, this approach can create a more dynamic and meaningful learning environment compared to traditional methods. Therefore, his view is in line with the concept of TBLT, which emphasizes the use of English as an authentic medium of communication, facilitating natural learning through active engagement and meaningful experiences.

Teacher AIS also agrees with this opinion. He said that TBLT provides students with opportunities to use English rather than just understand its theoretical aspects actively.

"Using this activity, they can practice more effectively... not only by reading the material, but also by practicing directly. For example, in presentation activities, they can speak directly like that." (AIS)

AIS teachers demonstrate their deep understanding of the core principles of Task-Based Language Teaching (TBLT) by directly engaging students in communicative activities that connect language theory and practice. He believes that through assignments such as presentations, students will understand linguistic aspects and also use English practically and contextually, thereby increasing their confidence and fluency. AIS also highlights the importance of vocabulary comprehension and language readiness as basic elements for effective TBLT implementation. In this way, he acknowledges that TBLT is not only an activity-oriented method, but also a comprehensive strategy that connects the cognitive, emotional, and practical aspects of language proficiency development.

Then, Teacher NH provides an alternative perspective, stating that TBLT provides greater flexibility in creating a more relaxed and comfortable learning environment. According to this teacher, this approach makes learning sessions more dynamic and relevant to the students' reality.

"In my opinion, task-based learning is much better because the activities are more enjoyable and children are more engaged because they have specific goals for each task. Meanwhile, PPP is generally more rigid, whereas task-based learning is more flexible and open to change." (NH)

NH's statement pointed out that each work has a different purpose, as the TBLT technique makes the learning and teaching process more interesting and enjoyable. The statement compared the Presentation, Practice, Production (PPP) approach with TBLT, which is considered more flexible and encourages active student participation than PPP, making the learning process more customized, innovative, and focused on the practical application of language.

Based on their interviews, it is clear that the three English language instructors have a favorable opinion on the application of Task-Based Language Teaching (TBLT) to enhance speaking abilities in EFL classes. All three concurred that this method is more learner-centered, adaptable, and successful than traditional approaches like Communicative Language Teaching (CLT) and Presentation, Practice, Production (PPP). While AIS highlights how TBLT connects theory with language application, enabling students to utilize English in real-life circumstances and boosting their confidence, KRS believes that TBLT can increase student participation through activities requiring direct involvement. Additionally, according to NH, TBLT enables students to be creative and engage in all tasks, which clarifies, enhances, and makes the learning environment more relevant. In summary, the three educators view TBLT as a communication method that enhances

students' attention and engagement while also assisting them in honing their speaking abilities through pertinent and practical learning scenarios.

TBLT Design to Promote Students' Confidence, Collaboration, and Speaking Performance

According to three EFL teachers interviewed, they are very conscious of the need to design task-based language learning activities that take into account the needs, interests, and skill levels of their students. Activities are designed to improve students' speaking ability, confidence, and teamwork in addition to meeting language goals. The task complexity, the collaborative style (individual, couple, or group), and the thematic relevance to the students' setting are all altered by the teachers while creating these activities.

The KRS teacher underscored the importance of differentiated instruction, recognizing students' varied skills in the classroom.

"As teachers, we need to know what's going on in each of our courses so that we can use differentiated learning in every class. How can we accomplish differentiated learning if we don't know our students? So, the first thing we need to do is figure out what level each student is at right now. We can achieve this by testing what they already know or giving them a pre-test." (KRS)

"For activities such as presentations, students must be accustomed to being prepared. For example, if a student is going to give a presentation tomorrow, the most influential reason why they may not feel confident is that they are not ready. If they are not sufficiently prepared, they will automatically lack confidence tomorrow." (KRS)

"To encourage student collaboration, I often do things like this, for example, in pairs. For example, when we practice speaking using the simple present tense, I divide the class into two groups: one pair and one group that corrects the other. I also often form small groups so that they can discuss." (KRS)

"Speaking performance is best done through presentations, videos, or live speaking because there is time to speak in front of people. I test your speaking skills...so I often interview children like that. (KRS)

The mentioned statement implies that KRS prioritizes understanding students' initial capabilities and proficiencies prior to the design of task-based language teaching exercises. Through the implementation of pre-assessment or evaluation of prior knowledge, teachers can adjust the intricacy of the assignment to align with individual student skill levels and performance. This customized approach facilitates active students' engagement and advancement, thereby enhancing the efficacy of learning and fostering self-assurance in English-speaking contexts. KRS also emphasized that supporting students' confidence is significantly influenced by their preparation before the presentation. Therefore, as teachers, we must encourage students to practice and motivate them to become brave and confident. Then, collaboration emphasized creating a learning context, like pair or small group work, and peer review activities to facilitate discussion. Additionally, to facilitate the improvement of learners' speaking performance, the teacher organized activities such as presentations, video creation, and live speaking tests as a form of performance assessment.

Moreover, AIS teachers similarly recognize the significance of comprehending students' backgrounds while formulating activities.

"In the earliest stages, there is already a diagnostic test. So, as teachers, we have to first evaluate students' abilities, skill levels, and learning styles before designing appropriate activities. We use the diagnostic test as a reference because it assesses their talents and learning styles." (AIS)

"The activity was a group discussion. By working in groups, they helped each other. So they weren't burdened. With group assignments, for example, they were asked to come forward, they all came forward together, so they weren't burdened, they didn't feel nervous because they were in a group." (AIS)

"With the existence of groups, they inevitably have to exchange ideas and express their opinions. As I mentioned earlier, there is a problem with outdoor activities, then there is a scenario, there is a problem, and they collaborate on what they should do." (AIS)

"Assigning tasks that require speaking. An easy example is role play. We provide the context, and they have to talk about it, either individually or in pairs. What a workplace like that is." (AIS)

The significance of using diagnostic tests as the primary foundation for creating task-based speaking activities is emphasized by AIS teachers in a statement. Diagnostic assessments, according to AIS teachers, are a thorough means of determining students' learning preferences and proficiency levels in addition to serving as a means of measuring their starting abilities. Understanding the variances in students' skills and learning preferences from the beginning will enable teachers to create speaking assignments that are appropriate, challenging, and accessible to all learners. AIS also emphasized the importance of creating a comfortable group-based learning environment to help students improve their confidence. That way, students will not feel burdened or nervous when they have to speak in front of the class. In addition to boosting confidence, activities to encourage collaboration can be created through scenario-based or problem-solving projects that encourage students to exchange ideas with their friends. Teachers also give speaking assignments, such as role plays, that allow students to practice speaking directly so that they will continue to learn and indirectly improve their skills.

Then, in order to preserve the activity's relevance, teacher NH also discussed the significance of designing tasks according to the students' language proficiency and background.

"Usually, teaching is tailored to the level, according to the differentiation. If the tasks are relevant to their lives, the level will definitely be appropriate. For junior high school level, the level is the category of scenarios for everyday junior high school life, so it's conversations about junior high school students." (NH)

"To build confidence, they work in pairs to come to the front of the class. If one student is shy, I ask their friend to come first." (NH)

"For collaboration, I create tasks that must be done together. For example, problem solving or mini projects, then I monitor them so that no one is dominant or passive." (NH)

"For speaking performance, I use the TBLT that I developed for communication. And the results are very noticeable in the children. They speak more fluently and are more expressive." (NH)

From this perspective, it is clear that NH creates contextually appropriate speaking assignments, customizing the themes and language to the students' social environments. This context enhances students' comprehension of the subject and boosts their involvement and confidence in participation. NH also uses paired activities to boost confidence and enable shy students to be assisted by their friends when performing in front of the class. In addition, he also applies collaborative learning; students are asked to work together to solve problems or complete a mini project while being monitored so that no student is passive. Speaking performance is greatly improved after using TBLT in learning. There were positive results in these activities, namely that students became more fluent and expressive in their communication. Within this method, contextual relevance and task adaptability are crucial for skill development. According to Nunan (2004), in order to make learning more meaningful (meaningful communication), speaking activities should be designed with the students' real-life context in mind.

The findings of the three EFL instructors' interviews show that they are well-versed in designing task-based speaking activities that suit the skills, interests, and requirements of their students. In order to ensure that exercises were appropriate for each level, KRS offered an evaluation that differentiated learning using beginning exams to gauge students' prior ability. The significance of diagnostic tests in identifying students' learning preferences and skills was then emphasized by AIS, allowing for more focused task design. Teachers in New Hampshire also stress the significance of task context in connection to students' life experiences, which gives speaking exercises greater significance and boosts students' self-confidence. The three educators showed how self-confidence is boosted by planning, pair work, and group activities that lessen fear. Additionally, small groups, pair work, and problem-solving projects can all improve regular collaboration. Students' expressiveness and fluency are also improved via performance-based assignments including role-playing,

interviews, presentations, and video production. TBLT is often applied contextually and adaptively to enhance students' confidence, teamwork, and speaking abilities.

Teacher Implementation of TBLT in the EFL Classroom

In the implementation section, based on the interview results, the three EFL teachers had a common pattern in designing task-based speaking activities.

Teacher KRS explained that he often implemented group-based tasks and vlog video creation. He said that:

"The most common thing is that I divide my students into groups. I divide one class into several groups and give them presentation assignments. This is what I use most often in my class, so when I give them that assignment, the students have no choice but to discuss it with their friends." (KRS)

"I have also asked the students to make videos, like vlogs, about the procedure of making something in English in pairs." (KRS)

Based on the following statement, it can be explained that KRS teachers often implement *task-based speaking* activities through group-based assignments and vlog video creation. In group presentation activities, students are divided into several teams to discuss and compile material together before presenting the results in front of the class. In addition, the teacher also assigns paired vlog video creation tasks, such as explaining the procedure for making something in English. Through these two types of tasks, the teacher strives to foster cooperation, creativity, and the courage of students to speak actively and contextually in front of an audience.

Furthermore, according to the AIS teacher's view, he also expressed his opinion about designing task-based learning, saying:

"What I use is perhaps one type of conversation like that, then they imitate it, role play, using speaking, for speaking practice like that" (AIS)

From the perspective of the AIS teacher regarding the implementation of Task-Based Learning (TBL), the AIS teacher believes that in designing tasks, they often use several activities that involve conversation experiments, which are then imitated by students. These types of tasks, which culminate in role play using speaking skills, serve as the main practice for honing students' speaking skills. This shows a focus on verbal interaction as the core of their TBL implementation.

The teacher NH also shared the same view, namely the importance of adjusting assignments to the students' educational level and language experience so that the context of the activities remains relevant.

"In school, there is actually something called a super program, where they do role-playing and storytelling, but that's just it; the whole class is assigned a project like that. I have also assigned tasks related to role-playing, such as booking a hotel room or giving directions, so that they can experience real-life situations" (NH).

NH holds a similar opinion, stressing the value of adjusting assignments to students' skill levels in order to maintain the activity context's relevance. The school's "super program" includes extensive role-playing and storytelling, for instance. In order to improve students' authentic language experience, NH has also developed certain role-playing exercises, such as "booking a hotel room" or "giving directions," that mimic real-life scenarios. This indicates that TBLT is being applied in a way that is actually appropriate for the kids' level. To improve students' self-assurance, teamwork, and speaking abilities, the teachers used group-based exercises and real-world situations when implementing TBLT.

The three EFL instructors' application of task-based language teaching (TBLT) centered on enhancing speaking abilities through cooperative and contextual assignments. In order to promote collaboration and speaking confidence, the KRS instructor placed a strong emphasis on group discussions and the development of vlogs. The primary speaking tasks that the AIS teacher emphasized were role-playing and conversation practice. Teacher NH, meanwhile, emphasized the necessity of adapting assignments (such role-playing that mimics actual circumstances) to the proficiency and background of the students.

Challenges in Implementation of TBLT

Furthermore, in its implementation, there are several varied challenges faced by the teacher in implementing the task-based language teaching approach.. The main challenges that arose were usually related to students' varying abilities, low motivation to learn, as well as low self-confidence and motivation among students.

According to teacher KRS, a common challenge was the difference in students' abilities within a single class.

"What challenges me the most is when students have different levels. Some are just starting to learn English, but others have been in Cambridge

classes since elementary school. Then they are all placed in the same class." (KRS)

The KRS teacher highlighted the challenges arising from differences in students' educational backgrounds, namely, students who are just starting to learn English being placed together with students who have been enrolled in the Cambridge program since elementary school. This creates a large gap in learning activities. As a result, the tasks assigned by the teacher will feel too easy for students who already have good skills, which can reduce their engagement. Meanwhile, students who are just starting to learn will find it more difficult to follow the learning activities.

Another challenge was revealed by Teacher AIS, namely, the varying levels of vocabulary mastery among students. AIS said that one of the causes of this challenge is the diverse educational backgrounds of the students.

"So far, it may be because not all of them here have the same elementary school standards. Some may have weak vocabularies, so they need a lot of vocabulary input." (AIS)

From this statement, variations in students' vocabulary mastery are another major challenge. The diversity of elementary school backgrounds is also assumed to be a major cause of differences in vocabulary mastery. Students with weak vocabularies need more intensive vocabulary input to participate effectively in TBLT implementation than students who already have a strong vocabulary.

NH teachers face another challenge in implementing task-based speaking lessons, namely, low student confidence and motivation. Students often feel afraid of making mistakes when asked to speak. Teacher NH emphasizes the importance of building confidence before focusing on language accuracy, stating:

"Sometimes the challenge lies in student motivation... There are students who are shy and don't want to speak at all, even when called on, they just sit there silently... In addition, class time is sometimes limited." (NH)

In the NH statement, the challenges faced are problems with student motivation and self-confidence. Students often feel inferior and refuse to speak, even when called on. They are afraid of making mistakes, which prevents them from participating and being active in learning activities. In addition, there is another factor, namely the seemingly short time available for learning and teaching activities.

Based on the results of interviews with the three teachers, several challenges faced by teachers in facilitating students' self-confidence, collaboration, and speaking performance through task-based language teaching can be concluded to be the main obstacles, namely differences in student ability levels and affective issues. These challenges include: KRS's concerns about the diversity of linguistic ability levels, AIS's concerns about weaknesses in vocabulary mastery, and NH's concerns about low motivation/confidence and fear of making mistakes in speaking. Academically, these findings emphasize the need for differentiated learning as a way to address the ability gap and an effective approach that focuses on creating a supportive learning environment to build confidence before demanding linguistic accuracy.

Strategy in Implementation of TBLT

Each teacher has their own preferred method for addressing the different learning challenges faced by students during the learning process. Differences in student abilities, needs, and affect require teachers to adapt their approaches to ensure effective implementation. Therefore, the strategies used by teachers below are believed to address potential challenges. KRS teachers design differentiated learning based on the material's difficulty level, student preferences, and learning styles.

"As teachers, it is our responsibility to develop differentiated instruction. They need to be aware of students' aptitudes, suitable resources, suitable learning styles, and preferences. To overcome this obstacle, a lot of work has to be done." (KRS)

Based on the explanation, it shows that Teacher KRS realizes the importance of creating a conducive learning environment. By applying differentiated learning, he ensures that each student has a comfortable space to develop according to their capacity. Indirectly, this approach can help maintain students' self-confidence even though they have different abilities.

Meanwhile, the AIS teacher has a different strategy in dealing with language challenges, particularly those related to students' varying vocabulary abilities, so that they can participate optimally in TBLT. Therefore, AIS provides a list of relevant keywords before starting the assignment. This strategy aims to strengthen linguistic foundations.

"So far, it may be because not all students here have the same elementary school standards. Some may have weak vocabularies, so they need a lot of input. So, I may give them some examples. For reading, I give them some vocabulary that may help them understand the text, as well as guess the meaning, for example." (AIS)

In the following statement, he said that there are differences in vocabulary among students due to differences in their elementary school backgrounds. By providing supporting vocabulary and activities such as guessing the meaning, teachers can ensure that students are sufficiently prepared to actively and optimally participate in learning activities. This approach is believed to build their confidence in facing TBLT tasks that require them to have complex language skills.

On the other hand, teacher NH also stated strategies to deal with the challenges he experienced in implementing TBLT in the classroom.

“Some strategies that I might use in class are a game or a light activity that is uplifting, so that way I organize it to make the task more effective but still fun.” (NH)

This clarifies how teachers use learning activities like games to keep students motivated and to make the classroom enjoyable so that students feel more at ease and engaged in TBLT learning. Additionally, this can increase task implementation efficiency.

These quotes show that every teacher has a unique approach to overcome obstacles. Nonetheless, these tactics work well together when putting TBLT into practice. These include differentiating instruction, offering more language or a sufficient vocabulary, and using games to make learning enjoyable. Flexible teaching strategies are essential for overcoming the obstacles that come up while adopting TBLT, and all of these strategies may make a substantial contribution to doing so.

Discussion

Task-based language teaching (TBLT) has been positively viewed by three English as a Foreign Language (EFL) teachers, namely KRS, AIS, and NH, as an effective, adaptive, and learner-centered approach. They believe that TBLT can increase enthusiasm, active participation, and communication, which is in line with research proving that TBLT can clearly improve students' efficiency, accuracy, and confidence through its approach that focuses on authentic communication situations (Chunliu & Guangsheng, 2025a; Mohamedamin & Seyyedi, 2025). The teachers argue that TBLT is better than PPP (Presentation, Practice, Production) or other communication methods for encouraging language use and developing communication skills. This also provides students with opportunities to negotiate meaning and collaborate, essential elements for developing oral skills (Díaz & Leyva, 2023). The Effect of Task-Based Language Teaching on Oral Competence and Motivation among English Foreign Language Learners (Cooperation, 2023).

To design task-based language learning (TBLT) programs that are used to be adaptive and contextual, with an emphasis on differentiation based on prior knowledge and diagnostic tests (KRS and AIS), are highly recommended to optimize learning outcomes. Research by Aqila (2025) emphasizes that effective TBLT must begin with the selection of relevant and authentic tasks tailored to students' needs. A varied approach is important to ensure that each student can follow and develop at their own pace, which directly corresponds to increased motivation and higher self-confidence (Aliqi & Hayes, 2025). In addition, the teachers' focus on the relevance of the task context to the students' worlds, for example, through contextually relevant scenarios, is also very important, because meaningful tasks can facilitate authentic language use, which is essential for communicative competence (Alisoy, 2023).

Additionally, to encourage teacher collaboration, methods including group discussion, presentations, and simulations of real-world scenarios, such as vlogging and role playing, are utilized to strengthen teamwork and verbal communication skills. This method enables students to interact with their peers and use their language skills, which has been shown to improve communication and speaking abilities (Mohamedamin & Seyyedi, 2025; Kurniati et al., 2025). Azad Mohamedamin (2025) emphasized that tasks should focus on achieving specific, measurable objectives. Creating a vlog (KRS) or booking a role-playing game (NH) at a hotel are activities that show a willingness to improve practical language skills. This approach aims to help students communicate more effectively and accurately, with the teacher acting as a guide (Chunliu & Guangsheng, 2025).

However, teachers also face several common challenges in teaching English as a Foreign Language (EFL), including issues related to differences in student ability levels (KRS), vocabulary deficiencies (AIS), and emotional difficulties such as lack of confidence and anxiety when speaking (NH). These challenges are often discussed in research conducted in Indonesia and other EFL contexts, where teachers face difficulties in terms of time management, lesson preparation, and managing varying levels of student knowledge (Thị & Ngoc, 2023). Teachers then implement several strategies to overcome these challenges, such as differentiated instruction, linguistic scaffolding (basic vocabulary), and prioritizing confidence over linguistic accuracy. Strategies that prioritize confidence as a goal are crucial, as the task-based learning approach (TBLT) intrinsically emphasizes mastery to reduce anxiety in speaking and increase motivation (Alisoy, 2023), which ultimately ensures active student participation and effective collaboration.

Conclusion

In summary, Task-Based Language Teaching (TBLT) has received positive and consistent feedback from teachers of EFL. Educators believe that this method has useful advantages in encouraging active participation, communication, and flexibility in learning over traditional methods. According to teachers, an effective task design can differentiate and adapt according to the students' abilities and interests, relevance, and equal participation. However, there are several challenges in implementation, there are differences in student ability levels, and lack of vocabulary, a lack of confidence, and anxiety when speaking. Nevertheless, teachers can overcome these challenges by using several appropriate strategies such as differentiated instruction, establishing a linguistic framework, teamwork, role playing, and focusing on building confidence. Therefore, TBLT serves as a valuable and flexible framework for developing confidence, collaboration, and speaking performance in an English as a foreign language classroom in SMP Islam Surakarta.

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