

IMPLEMENTING TASK-BASED LANGUAGE TEACHING (TBLT) TO ENHANCE STUDENTS' SPEAKING, WRITING AND READING SKILLS: IS IT POSSIBLE?

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Abstract

Task-based language teaching (TBLT) is a recently developed approach that has received significant attention from researchers in recent years. In this paper, TBLT refers to an approach that defines using tasks in various classroom activities to develop students' language skills. It is believed that TBLT offers different advantages in improving English skills, particularly by involving students in speaking activities in the classroom and enhancing their communication abilities. For this reason, given the considerable amount of research focused on applying TBLT in speaking activities, it prompts the question of whether it can also improve other skills, such as writing and reading. Therefore, the article examines its usefulness and explores the use of TBLT for improving and enhancing language skills in three separate areas: speaking, writing, and reading. The methodology used in this study is a descriptive qualitative method that relies on a library research approach. The results show that, with proper and thorough task development settings, it can be suggested that TBLT can effectively be implemented to increase student ability to communicate, reinforce their writing performance, and develop their reading comprehension skills. In this essence, TBLT emphasizes activities that focus on the learners and enables teachers to guide facilitators and supervisors. During the exercise and activities, students also have a chance to participate in tasks organically as authentic learning experiences. While there are criticisms and concerns about using TBLT, researchers have recognized these challenges and considered they can be effectively resolved. Ultimately, the findings of this paper have provided novel viewpoints on the implementation of TBLT in various aspects of language learning, which can be a valuable approach for improving students' English proficiency.

Keywords: TBLT, Task-Based, Speaking, Writing and Reading skills

INTRODUCTION

Having significantly attracted researchers and teacher educators, TBLT has become one of the possible approaches to second language teaching activity. Using tasks in TBLT activities has proven practical effects on students' language skills.¹ More particularly, in language pedagogy, the effectiveness of collaboration between task engagement and students'

¹ Martin Bygate, "Sources, Developments and Directions of Task-Based Language Teaching," *The Language Learning Journal* 44, no. 4 (October 1, 2016): 381–400, <https://doi.org/10.1080/09571736.2015.1039566>.

interactions has made TBLT successfully improve target language in the classrooms.² In this regard, Ellis notes that TBLT views a challenge as the fundamental idea behind a standard viewpoint on language instruction, which is necessary to engage in language learning properly.³ It is an approach to improving students' target language comprehension using task-based resources.

TBLT's notable advantages have made it regarded as an effective teaching strategy in classroom settings. The task-based approach encourages social interaction and communication to acquire all language skills that enable students to work with partners and groups to complete communicative activities (Ortiz-Gómez, 2021; McDonough & Chaikotmongkol, 2007). In his study, Xie found that TBLT can improve students' motivation, confidence, teamwork skills, and learning competencies.⁴ Task-based learning strategies engage students' needs and interests while motivating them to utilize their target languages in a real context.⁵ It could be an effective method of teaching English where students have limited access to and chances for using English in daily life. Furthermore, TBLT exposes learners to natural language acquisition in classroom circumstances since it provides students with instant results for their work, which inspires them to be more innovative.

The growing interest in investigating the TBLT approach has recently become popular in more Asian countries. Lin and Wu mention that TBLT "has exerted considerable influence in East Asian countries" (p. 587).⁶ Carless asserts that many East Asian English teachers consider TBLT to have various benefits for learning English skills, such as engaging students in speaking classroom activities.⁷ In addition, Butler comments that TBLT has become popular as an alternative to some traditional and conservative approaches in most Asian countries. Simply put, teachers employ TBLT instead of more conventional methods like teacher-centered learning to involve students in class activities.⁸ Consequently, TBLT has been included in the curriculum and instruction policy as one of the approaches for teaching English language proficiency.

As a further development form of the CLT approach, TBLT emphasizes communication as the goal of target language learning.⁹ Moreover, TBLT attempts to respond to the limitations of conventional methods that instruct students to master particular structures.¹⁰ Because it

² Aninda Hima, Teguh Saputro, and Rafika Farah, "Benefits and Challenges of Doing Task-Based Language Teaching in Indonesia: Teachers' Perception," *KEMBARA Journal of Scientific Language Literature and Teaching* 7 (April 30, 2021), <https://doi.org/10.22219/kembara.v7i1.15805>.

³ Rod Ellis, "Task-Based Language Teaching: Sorting out the Misunderstandings," *International Journal of Applied Linguistics* 19, no. 3 (2009), <https://doi.org/10.1111/j.1473-4192.2009.00231.x>.

⁴ Qing Xie, "Using Task-Based Approach in Business English Courses for English-Majors at a Chinese University," *International Journal of Chinese Education* 11, no. 2 (May 1, 2022): 2212585X221099104, <https://doi.org/10.1177/2212585X221099104>.

⁵ B. Kumaravadivelu, "TESOL Methods: Changing Tracks, Challenging Trends," *TESOL Quarterly* 40, no. 1 (2006), <https://doi.org/10.2307/40264511>.

⁶ Tzu Bin Lin and Chiao Wen Wu, "Teachers' Perceptions of Task-Based Language Teaching in English Classrooms in Taiwanese Junior High Schools," *TESOL Journal* 3, no. 4 (2012), <https://doi.org/10.1002/tesj.35>.

⁷ David Carless, "The Suitability of Task-Based Approaches for Secondary Schools: Perspectives from Hong Kong," *System* 35, no. 4 (2007): 595–608, <https://doi.org/https://doi.org/10.1016/j.system.2007.09.003>.

⁸ Yuko Goto Butler, "The Implementation of Communicative and Task-Based Language Teaching in the Asia-Pacific Region," *Annual Review of Applied Linguistics* 31 (2011): 36–57, <https://doi.org/DOI:10.1017/S0267190511000122>.

⁹ Scott Thornbury, "Language Teaching Methodology," in *The Routledge Handbook of Applied Linguistics*, 2015, <https://doi.org/10.4324/9780203835654.ch13>.

¹⁰ Huong Thi Lan Lam, Son Van Nguyen, and Hong Anh Thi Nguyen, "University Lecturers' Task-Based Language Teaching Beliefs and Practices," *Education Sciences* 11, no. 11 (2021), <https://doi.org/10.3390/educsci11110748>.

strongly emphasizes meaning, practical language usage, and communicative activities, TBLT is highly intriguing to linguists who apply this method to improve students' speaking ability. TBLT employs a unique technique that includes material generation procedures, syllabus design concepts, and a learning framework that can be implemented in classroom settings.¹¹ The pre-task, task cycle, and post-task stages typically implemented by educators have attracted researchers to examine this method for enhancing students' communicative skills.¹²

Despite the substantial attention TBLT has received from researchers, there is a noticeable gap in its application within classroom settings, particularly when enhancing skills beyond speaking. While numerous studies have delved into the effectiveness of TBLT in fostering oral proficiency¹³, its potential remains largely unexplored in improving other skills like reading and writing abilities among learners. This discrepancy highlights a gap between research findings and real-world applications in educational settings. By examining the readiness and adaptability of TBLT in promoting the development of reading and writing abilities, this study seeks to bridge this gap. The author hopes to provide insightful information on the broader applicability of TBLT in language education by broadening the focus beyond speaking proficiency and providing a more thorough knowledge of its potential influence across different language competencies.

The writer tried to fill the critical gaps regarding the previously mentioned aspects. As a result, we employed the data from the literature to ascertain the degree to which TBLT could enhance students' writing, speaking, and reading abilities. The author gathered the data in this study through library research, which involved gathering information and data from various library resources and credible sources such as publications and journals relevant to the topic of study. The exercises are designed to methodically collect, analyze, and draw conclusions from data to demonstrate how TBLT is used to help students improve their speaking, writing, and reading competencies.

To put it briefly, this article will highlight and arrange the essential ideas across three skill categories so that readers can easily understand how effective TBLT is at helping language learners improve their language skills. An initial critical evaluation of TBLT's effectiveness in enhancing students' speaking skills is essential, followed by a detailed investigation of TBLT's potential to improve students' writing and reading comprehension. To conclude, the author will summarise the key aspects of the approach's implementation and provide several recommendations and suggestions for further research on the efficacy of the TBLT approach in assisting students in enhancing their English language skills.

RESEARCH METHOD

This study used a qualitative descriptive research methodology that entails a direct investigation of the research object and a survey of the literature in order to collect the necessary data. The descriptive method gathers information from people's spoken or written

¹¹ Rod Ellis, "Designing a Task-Based Syllabus," *RELC Journal* 34, no. 1 (2003), <https://doi.org/10.1177/003368820303400105>.

¹² Budsaba Kanoksilapatham and Todsapon Suranakkharin, "Tour Guide Simulation: A Taskbased Learning Activity to Enhance Young Thai Learners' English," *Malaysian Journal of Learning and Instruction* 16, no. 2 (2019), <https://doi.org/10.32890/mjli2019.16.2.1>.

¹³ Gabriel Albino, "Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga," *SAGE Open* 7, no. 2 (2017), <https://doi.org/10.1177/2158244017691077>.

words and observed behavior.¹⁴ This method is designed to make it easier to change multidimensional statements so that the essence of the connection between the writer and the study subjects can be presented directly.

Moreover, this paper is a conceptual analysis based on library research examining previous literature studies. According to Danandjaja (2014), library research is a scientifically methodical approach to bibliographic research that entails gathering strategies through libraries, organizing and presenting data, and gathering bibliographic materials relevant to the research objective. Similarly, Khatibah describes library research as an activity conducted methodically to collect, analyze, and draw conclusions from data using specific approaches to identify solutions to the issues raised by the research.¹⁵ In this instance, library research is defined as a research activity that involves gathering data and information from various sources found in libraries, including reference books, articles, notes, journals, and comparable prior research findings relevant to the issue that needs to be resolved.¹⁶ In order to identify solutions to the current challenges, activities are carried out methodically to gather, process, and conclude data utilizing specific methods or techniques.

Consequently, the author collected relevant topics from academic works that were selected and rigorously reviewed to find the required information. The data analysis is carried out through secondary data analysis gathered from previous research by examining other journals.¹⁷ The current effort gathered an extensive range of resources, including reputable books, papers, academic journals, and others, to analyze the data and determine how well TBLT may improve students' English language proficiency in the context of secondary school in Indonesia. The chosen literature was then carefully examined and critically analyzed concerning the pertinent theory and application of TBLT in improving students' speaking, writing, and reading comprehension abilities. Ultimately, in order to address the research topic in this article, the author examined and identified the findings of the existing literature and presented some potential recommendations and suggestions for future practice.

RESULT AND DISCUSSION

Enhancing Students' Speaking Skill

Fostering students' oral communication skills is considered the first benefit of implementing TBLT in the classroom. Afifah et al. found that TBLT significantly increases students' communication skills, and they enjoy learning activities that match their interests.¹⁸ As the offspring of CLT (Communicative Language Teaching), TBLT has been developed to optimize the ideas of learning foreign language skills that emerge in real situations for students' speaking skills.¹⁹ Aliakbari & Jamalvandi cite in the reaction to classroom activities TBLT has been seen to be one of the approaches to develop students' communicative skills by providing tasks in "real world communication and authenticity" (p. 19).²⁰ TBLT also expands on learning

¹⁴ J Moeloeng, *Lexi. Metode Penelitian Kualitatif Edisi Revisi*, Bandung: Rosdakarya, 2007.

¹⁵ Khatibah, "Penelitian Kepustakaan," *Iqra* 05, no. 01 (2011).

¹⁶ Milya Sari and Asmendri Asmendri, "Penelitian Kepustakaan (Library Research) Dalam Penelitian Pendidikan IPA," *Natural Science* 6, no. 1 (2020), <https://doi.org/10.15548/nsc.v6i1.1555>.

¹⁷ A Bryman, *Social Research Methods* (Oxford University Press, 2016), <https://books.google.co.id/books?id=N2zQCgAAQBAJ>.

¹⁸ Nurul Afifah and Trisilia Devana, "Speaking Skill through Task Based Learning in English Foreign Language Classroom," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 7, no. 2 (2020): 135, <https://doi.org/10.33394/jo-elt.v7i2.3109>.

¹⁹ Afifah and Devana.

²⁰ Mohammad Aliakbari and Behroz Jamalvandi, "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach.," *Journal of Pan-Pacific Association of Applied Linguistics* 14, no. 1

circumstances as real situations in which students can feel they utilized the language in real-life interactions.

Along with this line, Albino finds that when students are occupied with a task provided, they tend to establish foreign language speaking fluency, especially in the speed of utterance production.²¹ Moreover, McDonough & Chaikotmongkol point out that the focused methodology on forms and learner-centredness in TBLT triggers students' reactions to being more communicative in oral communication competence.²² Based on those studies, it is proved that by engaging in TBLT speaking activities, students will identify TBLT as an approach to enhance their English speaking skills.

However, some researchers also propose several critiques for the lack of achievement in using TBLT to improve students' communicative skills. The effects of task designs and task complexity are acknowledged as the main factors of successful activities in implementing such an approach. Due to the various tasks, teachers might find it difficult to accurately obtain students' needs in speaking activities, especially in developing their pronunciation.²³ In addition, McDonough & Chaikotmongkol explain that the implementation of this approach shows that teachers and students need a lot of time to adjust to the tasks.²⁴ Consequently, before the teaching and learning process, teachers are required to comprehend and explain the task courses for students, which might consume a lot of time preparing the tasks.

Furthermore, the lack of ability to use grammar is considered the primary mistake in TBLT speaking implementation. This obstacle happens because the focus of learning is on communicative skills. As a result, it will create a lack of grammar instruction for the pupils.²⁵ These problems might seem to be the challenges for teachers and learners in conveying the ideas in TBLT implementation.

Consequently, it is undeniable that using tasks in TBLT affects the success of the teaching-learning process in the classroom. Bygate points out that TBLT is the teaching methodology "in which tasks of one kind or the other are seen as essential activities for language learning" (p. 381).²⁶ In response to task design and complexity problems, Bygate also suggests that innovative task activities, such as pictures, diagrams, models, verbal summaries, and charts, were established to make the materials and syllabus easily cope with the activities that rely on communication-centered.²⁷ In addition, a study conducted by Albino emphasizes that easy engagement activities such

(2010): 15–29, internal-pdf:/oral interaction around computers !!!!!!!!!!!!! debski, wigglesworth !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!.pdf.

²¹ Albino, "Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga."

²² Kim McDonough and Wanpen Chaikitmongkol, "Teachers' and Learners' Reactions to a Task-Based EFL Course in Thailand," *TESOL Quarterly* 41, no. 1 (2007), <https://doi.org/10.1002/j.1545-7249.2007.tb00042.x>.

²³ Joan C. Mora and Mayya Levkina, "Task-Based Pronunciation Teaching and Research: Key Issues and Future Directions," *Studies in Second Language Acquisition* 39, no. 2 (2017), <https://doi.org/10.1017/S0272263117000183>.

²⁴ McDonough and Chaikitmongkol, "Teachers' and Learners' Reactions to a Task-Based EFL Course in Thailand."

²⁵ Carless, "The Suitability of Task-Based Approaches for Secondary Schools: Perspectives from Hong Kong."

²⁶ Bygate, "Sources, Developments and Directions of Task-Based Language Teaching."

²⁷ Bygate.

as using picture-description tasks and recording students' speech before and after the classroom have made progress in fluency and pronunciation for learners.²⁸

Moreover, it is not the task that confuses teachers when practicing the activities; teachers' creativity and innovativeness are the primary keys. As Carless advocates, teachers need flexibility and creativity in implementing various approaches.²⁹ The more creative speaking activities teachers provide, the better learners can utilize and enhance their communication skills. For example, role-play empirically proves to be a practical task to help students' communication skills.³⁰ According to Aliakbari & Jamalvandi, the effect of the role-play technique in task activities enhances students' ability to develop ideas for speaking. In a particular way, students' performance will increase as though they were in an actual situation to communicate with foreigners³¹. Finally, in order to cope with the grammatical issue on TBLT, task repetition can be a possible solution to enable students to understand more about grammatical matters.³² When a student does the same task the second time, they will feel more comfortable, and this will affect their "mental space to pay attention to linguistic forms" (p. 460).³³

Increasing Students' Writing Performance

Even though more TBLT research is conducted on oral proficiency, researchers still discuss the theory between the disciplines of the implementation of TBLT in writing. Most researchers link the conceptual framework on communicative tasks to writing skills. Bruton emphasizes that writing and speaking are productive task-based instruction that can establish students' language proficiency.³⁴ The effectiveness of TBLT in the writing context can be seen as an indicator of the development of students' understanding of all aspects of language. Yasuda mentioned that using TBLT would enable learners to utilize their language skills completely.³⁵ It is indicated by students' comprehension of "the use of vocabulary, formulaic sequences, grammar, sentence constructions, and discourse in an attempt to produce a text" (p. 578).³⁶

Furthermore, by understanding its suitability, student writing performance improves significantly, and the TBLT approach also boosts students' motivation through the activities.³⁷ Additionally, through task-writing instruction, teachers can assign language awareness to be engaged in explicit instruction. For instance, Avermaet et al. give the example of an activity in

²⁸ Albino, "Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga."

²⁹ Carless, "The Suitability of Task-Based Approaches for Secondary Schools: Perspectives from Hong Kong."

³⁰ Aliakbari and Jamalvandi, "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach."

³¹ Aliakbari and Jamalvandi.

³² Rob Batstone, "Language Form, Task-Based Language Teaching, and the Classroom Context," *ELT Journal* 66, no. 4 (October 1, 2012): 459–67, <https://doi.org/10.1093/elt/ccs058>.

³³ Batstone.

³⁴ Anthony Bruton, "Task-Based Language Teaching: For the State Secondary FL Classroom?," *The Language Learning Journal* 31, no. 1 (June 1, 2005): 55–68, <https://doi.org/10.1080/09571730585200091>.

³⁵ Sachiko Yasuda, "Toward a Framework for Linking Linguistic Knowledge and Writing Expertise: Interplay Between SFL-Based Genre Pedagogy and Task-Based Language Teaching," *TESOL Quarterly* 51, no. 3 (2017), <https://doi.org/10.1002/tesq.383>.

³⁶ Yasuda.

³⁷ Masoud Khalili Sabet, Abdorreza Tahriri, and Eshrat Bazarmaj Haghi, "The Impact of Task-Based Approach on Iranian EFL Learners' Motivation in Writing Research Abstracts," *Journal of Language Teaching and Research* 5, no. 4 (2014), <https://doi.org/10.4304/jltr.5.4.953-962>.

writing letters and brochures to construct and develop students' ideas so they can participate actively in the learning process.³⁸

Nevertheless, the implementation of writing in TBLT has several critiques regarding its usefulness. The main drawbacks that students face will be the suitability of the tasks. Hima et al. cited that students will find it difficult to actively engage in activities due to the hardness of the task complexity.³⁹ In other words, it might seem complicated for secondary-level students to be involved in writing activities in which they find it confusing and hard to access the ideas in writing. Moreover, Ellis says teachers must prepare much more to suit students' writing readiness.⁴⁰

Further, Ellis provides a clear argument that not all study groups can take advantage of instruction due to the difficulty and feasibility of the task. Thus, "it is difficult and perhaps impossible to identify target tasks for some group of people" (p. 509).⁴¹ In addition to the challenge, another issue may be assigning writing tasks to mixed-ability learners. As Mustafa describes, according to his research in Malaysia, the mixed-ability students in the classrooms make it difficult for teachers to assess and develop students' proficiency levels.⁴² In the classroom activities, Mustafa points out that TBLT seems impractical for students with low proficiency in language skills.⁴³ Therefore, arranging and designing all writing tasks for students at the same level is difficult. As a result of this issue, the teachers will be too stressed to teach learners to complete the tasks.

Nonetheless, there are several recommendations and solutions to challenging those issues. For instance, blended learning can be an alternative for teachers to enhance students' writing competence. Krajka asserts that the collaboration between online and face-to-face activities instruction "has helped to redefine the process of teaching language skills, and specifically writing, in the TBLT framework" (p. 109).⁴⁴ Salimi & Shams have critically examined the engagement of input and output-based task activities to engage students in producing more complex essays.⁴⁵ Even though the research is conducted for college students, the significance of output-based can be adapted to secondary-level students.

Moreover, according to a study conducted by Marashi & Dadari, task-based writing instruction such as picture descriptions, peer feedback, and discussion before and after writing activities have generated students' accuracy and creativity in expressing their ideas.⁴⁶ Throughout those activities, learners can freely express their creativity and adequately have

³⁸ Piet Van Avermaet et al., "The Role of the Teacher in Task-Based Language Teaching," in *Task-Based Language Education*, 2010, <https://doi.org/10.1017/cbo9780511667282.009>.

³⁹ Hima, Saputro, and Farah, "Benefits and Challenges of Doing Task-Based Language Teaching in Indonesia: Teachers' Perception."

⁴⁰ Rod Ellis, "Position Paper: Moving Task-Based Language Teaching Forward," *Language Teaching*, 2017, <https://doi.org/10.1017/S0261444817000179>.

⁴¹ Ellis.

⁴² Zarina Mustafa, "Teachers' Encountered Challenges in the Adoption of Task-Based Language Teaching in Malaysian Classrooms," *International Journal of Arts & Sciences* 5, no. 3 (2012).

⁴³ Mustafa.

⁴⁴ KRAJKA Jarosław, "Web 2.0 Online Collaboration Tools as Environments for Task-Based Writing Instruction," *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi* 45, no. 2 (2012), https://doi.org/10.1501/egifak_0000001255.

⁴⁵ Asghar Salimi and Kiana Shams, "The Effect of Input-Based and Output-Based Instruction on EFL Learners' Autonomy in Writing," *Theory and Practice in Language Studies* 6, no. 3 (2016), <https://doi.org/10.17507/tpls.0603.10>.

⁴⁶ Hamid Marashi and Lida Dadari, "The Impact of Using Task-Based Writing on EFL Learners' Writing Performance and Creativity," *Theory and Practice in Language Studies* 2, no. 12 (2012), <https://doi.org/10.4304/tpls.2.12.2500-2507>.

more feedback and input from peers. These activities will help teachers solve problems in mixed-ability learners in the classroom since more students will work collaboratively in group discussions. Furthermore, preparing the task is the most important thing to do before the activities. Benson encourages teachers to prepare less complex tasks in order to ensure their students can finish the easier task variants first.⁴⁷ In other words, teachers as facilitators must understand the proper levels of writing tasks given to the pupils so that the purpose of skill complexity fulfills the target tasks. As Willis and Willis indicate, teachers' creativity in arranging classroom activities should be clear and brief, and teachers have to explain the aims of the study and what they will do in activities.⁴⁸ When students comprehend and understand the learning goals, it will boost their motivation to actively participate in writing the tasks. Therefore, by providing some recommendations, it can be argued that TBLT can be implemented to increase students' writing performance.

Fostering Reading Comprehension Skill

Regardless of its different activities in teaching language skills, TBLT still accentuates the process of achievement in language proficiency through doing reading tasks. Implementing TBLT in reading creates significant, systematic, and intentional strategies to enhance learners' reading comprehension skills in language learning. Mao points out that real-world tasks can improve students' language competence.⁴⁹ As a result, in his research, Mao confirms that the suitability of TBLT implementation theoretically increases learners' performance in reading, especially in "the process of understanding, performing and reflecting on the tasks produced" (p. 2438).⁵⁰ Moreover, Khademi et al. investigate demonstration activities such as generating students' comprehension tasks, giving them reflection, and providing the learners' outcomes and achievements through repeated performance.⁵¹ The study results show a significant improvement in students' ability to activate and trigger their reading skills in language proficiency. It is proof that despite its usefulness in a communicative context, implementing TBLT in a classroom is also considered effective in practicing other skills to learn a foreign language ability.

In order to examine how learners actively participate and enjoy the assigned reading tasks, Zhou asserts that TBLT has aroused students' interest in participating actively and enthusiastically in reading activities.⁵² In addition, Zhou points out that such an approach helps learners boost their self-confidence in reading English texts and enhances their reading speed.⁵³ In conclusion, the practical implementation of TBLT in reading skills could foster students' learning ability in significant practices, facilitating teachers to conceptualize teaching modification in learning activities.

⁴⁷ Susan D. Benson, "Task-Based Language Teaching: An Empirical Study of Task Transfer," *Language Teaching Research* 20, no. 3 (2016), <https://doi.org/10.1177/1362168815569829>.

⁴⁸ J Willis and D Willis, *Doing Task-Based Teaching - Oxford Handbooks for Language Teachers*, OXFORD HANDBOOKS FOR LANGUAGE TEACHERS (Oxford University Press, 2013), <https://books.google.co.id/books?id=ye2dBgAAQBAJ>.

⁴⁹ Zan Mao, "The Application of Task-Based Language Teaching to English Reading Classroom," *Theory and Practice in Language Studies* 2, no. 11 (2012), <https://doi.org/10.4304/tpls.2.11.2430-2438>.

⁵⁰ Mao.

⁵¹ Marzieh Khademi, Morteza Mellati, and Samaneh Notghi Moghaddam, "The Impacts of Post-Task Activities on Iranian EFL Learners' Reading Achievements," *Journal of Language Teaching and Research* 8, no. 1 (2017), <https://doi.org/10.17507/jltr.0801.13>.

⁵² Ye Zhou, "Application of Task-Based Instruction to College English Reading Teaching for Non-English Majors in Leshan Normal University, Sichuan, China," *Theory and Practice in Language Studies* 7, no. 2 (2017), <https://doi.org/10.17507/tpls.0702.10>.

⁵³ Zhou.

Despite its usefulness, researchers have put significant concerns and issues forward to indicate the challenges of teaching reading through TBLT. Firstly, teachers' fundamental roles in reading instruction will find integrating all students' competence challenging due to the time-consuming reading learning.⁵⁴ For instance, the limited time given for classes in learning English will influence how teachers' instruction demonstrates deficient practice and activities in such an approach. Moreover, Zhou also comments that the traditional teaching method, such as teacher-centered learning on explaining vocabulary, translating each sentence, and correcting grammar, is still applied by teachers in the classrooms.⁵⁵ The significant impact of this method of instruction is the difficulty of students vigorously getting involved in task-based reading instruction, which makes the reading tasks boring and uninteresting. Another issue might occur in learners' difficulty fully engaging in reading tasks. Due to the unfamiliarity of TBLT in a particular context, the obstacles may appear on students' readiness to perform well in the language course. It is indicated that teachers must make a great effort to encourage students' participation through the TBLT approach.

To challenge and solve those issues, teachers' and learners' roles play an essential part in triggering the activities' benefits. Teaching reading will indeed consume too much time, primarily if the teacher is used to engaging with the traditional method of translating all text. It could be worse if every sentence is analyzed in grammar without focusing on language awareness. Therefore, the main aim of TBLT is to make the activities densely interact with student-centred learning.⁵⁶ For example, classroom activities such as problem-solving, table-completing, and comparing passages are supposed to create active reading participation.⁵⁷ Before students are given the tasks, Mao also suggests that it is better to teach students fundamental reading skills, such as skimming and scanning, at the beginning of instruction⁵⁸ to prepare them for the tasks. Through these activities, TBLT can be effective in enhancing learners' reading comprehension because the students will focus not only on the form of the text but also on the meaning of the text. Finally, according to his research, Mesbah views using pre-task, cycle task, and post-task in TBLT reading to increase students' reading ability by preparing and designing the text based on student's needs, ability, and feasibility.⁵⁹ As a consequence, it is essential to note that the suitability of the passage has a significant impact on students' readiness to be involved in activities.

CONCLUSION

In conclusion, the TBLT approach has a significant impact on enhancing language skills in learning English. Having critically examined three language skills in this paper, it could be argued that implementing TBLT can enhance students' speaking skills, develop their writing performance, and improve their reading comprehension skills. Moreover, TBLT accentuates learner-centered activities and allows teachers to act as facilitators and supervisors in giving direction. During the exercise and activities, students also have an opportunity to engage in tasks naturally as real-situation learning. Even though there are some critiques and issues

⁵⁴ Zhou.

⁵⁵ Zhou.

⁵⁶ Badia Hakim, "The Role of Learning Styles in the Success of TBLT in EFL Classrooms in Saudi Arabia," *International Journal of Applied Linguistics and English Literature* 4, no. 3 (2015), <https://doi.org/10.7575/aiac.ijalel.v.4n.3p.205>.

⁵⁷ Mao, "The Application of Task-Based Language Teaching to English Reading Classroom."

⁵⁸ Mao.

⁵⁹ Mozhgan Mesbah, "Task-Based Language Teaching and Its Effect on Medical Students' Reading Comprehension," *Theory and Practice in Language Studies* 6, no. 2 (2016), <https://doi.org/10.17507/tpls.0602.28>.

related to the implementation of TBLT, researchers have acknowledged those problems and argued that those difficulties can be adequately solved.

Furthermore, as mentioned above, only three language skills have been investigated in this essay. Due to a lack of research and evaluation on listening, it can be argued that more evidence is needed to examine listening skills. Further investigation is required to seek the advantages of implementing TBLT in an in-depth analysis of listening skills. Additional recommendations are also given to teachers, students, and experts to acknowledge learning strategies. Practical learning is always challenging when enhancing students' language skills. Finally, it is crucial to indicate that no single approach and teaching strategies could suit all teachers and learners in a particular teaching context.⁶⁰

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