



Speaking Beyond the Classroom: Students' Experiences with Task-Based Language Teaching in an Extracurricular Program

Kurnihayati^{1*}

Universitas Sindang Kasih Majalengka¹
kurnihayati@gmail.com¹

Teni Hadiyani^{2*}

AKMI Suaka Bahari Cirebon²
bunda.guntur82@gmail.com²

Siti Fatimah^{3*}

Poltekkes Bhakti Pertiwi Husada Cirebon³
Siti.fatimah06b1@gmail.com³

Received: May 17, 2026
Revised: May 29, 2026
Accepted: May 29, 2026

*Corresponding author:
Kurnihayati, Universitas
Sindang Kasih
Majalengka, Indonesia

Abstract

This study explores students' learning experiences, perceived strengths, and challenges in participating in an extracurricular English program implemented through Task-Based Language Teaching (TBLT). Employing a qualitative case study design, the study involved approximately 20 junior high school students with A1-A2 proficiency levels participating in a CSR-based English program at SMP Negeri 1 Gempol, Kabupaten Cirebon, while nine students were purposively selected for semi-structured interviews. Data were collected through classroom observations conducted across 20 meetings, interviews, and program documentation and were analyzed using thematic analysis. The findings indicate that TBLT created an engaging, supportive, and low-pressure learning environment that encouraged active participation in speaking activities. Meaningful communicative tasks helped reduce speaking anxiety, increase confidence, and sustain motivation through interactive and contextualized language use. The study also identified several pedagogical strengths of TBLT, including enhanced communicative participation, learner engagement, and accessible opportunities for speaking practice through meaningful tasks. Nevertheless, several challenges influenced program implementation, including inconsistent attendance, learner fatigue after formal schooling, differences in language proficiency, and varying levels of communicative confidence. Overall, the findings suggest that TBLT has considerable potential to support speaking development in extracurricular EFL contexts when implemented through flexible, engaging, and context-sensitive instructional practices. The study further highlights the importance of addressing contextual and learner-related factors to maximize the effectiveness of task-based learning in non-formal language education settings.

Keywords: Task-Based Learning, Speaking Skills, Extracurricular Learning, EFL, Communicative Participation

Introduction

Speaking is widely recognized as a fundamental component of foreign language learning because it enables learners to communicate meaningfully in real-life situations. In English as a Foreign Language (EFL) contexts, speaking proficiency is often regarded as a key indicator of successful language acquisition. However, despite its importance, many learners continue to experience difficulties in developing speaking skills. In the Indonesian context, Wahyuningsih and Afandi (2020) identified several challenges, including limited vocabulary, inadequate grammar mastery, inaccurate pronunciation, low confidence, and insufficient opportunities for speaking practice. Similar findings were reported by Kusuma (2021), who found that Indonesian students studying in English-speaking environments continued to face difficulties related to vocabulary use, grammatical accuracy, and speaking anxiety. These recurring challenges suggest that speaking difficulties are influenced not only by linguistic factors but also by affective and instructional conditions that limit learners' opportunities to communicate actively.

In response to these challenges, the Indonesian government introduced the Kurikulum Merdeka, which promotes student-centered learning, flexibility, and meaningful learning experiences. According to Riskianto et al. (2023), the curriculum encourages literacy development, vocabulary enrichment, and the integration of technology into learning activities. Nevertheless, the implementation of these principles remains challenging in practice. Hairiyanto et al. (2024) reported that many teachers continue to encounter difficulties in aligning classroom practices with curriculum expectations due to limited instructional resources and professional development opportunities. Consequently, speaking development often remains constrained by classroom realities, highlighting the need for alternative learning environments that provide learners with greater opportunities for authentic communication.

The limitations of classroom-based instruction become particularly apparent in speaking development, which requires sustained interaction, active participation, and meaningful language use. As a result, extracurricular and community-based programs have emerged as complementary learning spaces that offer more flexible and communicative environments. One example is the CSR-based English program organized by Indocement, which was designed to support junior high school students through active, interactive, and communicative learning activities aimed at increasing participation and confidence in using English (Misnen, personal communication, January 3, 2026). Such initiatives demonstrate the potential of extracurricular programs to provide supportive learning environments where students can engage in language use beyond the constraints of formal classroom instruction.

The effectiveness of such programs depends largely on the instructional approaches employed. Dewan and Sharma (2025) argued that task-based and collaborative learning approaches facilitate authentic language use and improve student engagement through meaningful interaction. Similarly, Sada et al. (2023) emphasized that supportive learning environments, learner motivation, and meaningful communication play important roles in encouraging oral participation. These perspectives suggest that successful speaking instruction requires not only opportunities for communication but also learning environments that support learners' confidence and willingness to participate.

In this regard, Task-Based Language Teaching (TBLT) offers a relevant pedagogical framework for extracurricular English programs. TBLT emphasizes meaningful communication through the completion of purposeful tasks rather than the isolated

practice of linguistic forms. According to Nunan (2004), pedagogical tasks require learners to use language primarily to convey meaning and achieve communicative goals. Similarly, Rajitha (2024) explained that TBLT aims to develop communicative competence, fluency, and problem-solving skills through real-world language use. These characteristics align closely with the objectives of extracurricular English programs, which seek to encourage active participation and authentic language use within a supportive learning environment.

The concept of task serves as the foundation of TBLT. Moore (2018) explained that a task functions as a communicative workplan characterized by a primary focus on meaning, authentic language use, cognitive engagement, and a clearly defined communicative outcome. To facilitate these objectives, teachers may employ various task types, including information-gap, jigsaw, problem-solving, decision-making, and opinion-exchange activities (Jackson, 2022). Furthermore, effective task implementation generally follows three phases consisting of pre-task, during-task, and post-task activities, allowing learners to prepare for communication, engage in meaningful interaction, and reflect on language use following task completion (Ellis et al., 2020). Collectively, these principles position learners as active participants who develop language through purposeful communication rather than through the memorization of linguistic forms.

A growing body of research has demonstrated the effectiveness of TBLT in supporting speaking development. Azizifard (2024) found that task-based instruction enhanced learners' oral communication skills and increased their motivation to learn English. Similarly, Albino (2017) reported improvements in speaking fluency, grammatical accuracy, interactional language use, vocabulary development, and learners' confidence in using English. Nst et al. (2025) further found that task-based activities significantly improved learners' confidence, fluency, and engagement while reducing speaking anxiety and increasing participation. Supporting these findings, Mudinillah et al. (2024) concluded that TBLT consistently promotes learner engagement and motivation, although its effectiveness is influenced by contextual factors such as teacher preparedness, instructional support, and curriculum flexibility. Together, these studies suggest that TBLT contributes not only to linguistic development but also to learners' confidence, motivation, and willingness to communicate.

Despite the growing body of evidence supporting the effectiveness of TBLT, most existing studies have focused primarily on formal classroom settings and measurable learning outcomes, such as speaking performance, fluency, motivation, and communicative competence. Comparatively less attention has been given to learners' experiences during task implementation, particularly in extracurricular or non-formal EFL contexts where participation is voluntary and learning dynamics differ substantially from those of regular classroom instruction. Consequently, limited evidence is available regarding how students perceive the strengths and challenges of participating in TBLT activities within extracurricular learning environments and how contextual factors influence their engagement and communicative participation.

Addressing this gap, the present study explores students' learning experiences, perceived strengths, and challenges in participating in an extracurricular English program implemented through Task-Based Language Teaching activities. By examining TBLT within a CSR-based extracurricular context, this study seeks to provide a more comprehensive understanding of how task-based instruction supports speaking development, learner engagement, and communicative participation in non-formal EFL learning environments. In doing so, the study contributes to the growing body of TBLT

research by highlighting the role of contextual and experiential factors in shaping the implementation of communicative language learning beyond the formal classroom.

Research Methods

1. Research types

This study employed a qualitative case study design to explore students' learning experiences, perceived strengths, and challenges in participating in an extracurricular English program implemented through Task-Based Language Teaching (TBLT). A qualitative approach was considered appropriate because it enables an in-depth exploration of learners' perspectives within a natural learning environment. The study focused on a single bounded case, namely a CSR-based extracurricular English program conducted at SMP Negeri 1 Gempol, Kabupaten Cirebon.

2. Research Data Sources

The study was conducted in a Corporate Social Responsibility (CSR)-based English program designed to support junior high school students' speaking development through communicative and task-based learning activities. The program was held twice a week, every Monday and Wednesday, from 2:00 p.m. to 3:30 p.m., with each session lasting approximately 90 minutes. The program consisted of 20 meetings in total.

3. Research Population and Sample

Approximately 20 students from Grades VIII and IX participated in the program. Their English proficiency ranged from beginner to lower-intermediate levels (A1-A2). All students participated in classroom observations, while nine students were purposively selected for semi-structured interviews based on their active involvement in the program and their willingness to share their learning experiences.

4. Data Collection Techniques

Data were collected through classroom observations and semi-structured interviews. Classroom observations were conducted throughout the 20 meetings to capture students' participation, interaction patterns, engagement, and responses during communicative speaking activities. Observation notes were recorded during and after each session to document significant events and emerging patterns.

To gain deeper insights into students' perceptions, semi-structured interviews were conducted with nine selected participants at the end of the program. The interviews focused on students' learning experiences, perceived strengths of the program, challenges encountered during participation, favorite activities, and perceptions of the tutor and learning environment.

5. Data Analysis Techniques

The data were analyzed using thematic analysis. Observation notes and interview transcripts were repeatedly reviewed to achieve data familiarization. Meaningful statements related to students' experiences, perceived strengths, and challenges were then coded and grouped into categories. Similar categories were subsequently organized into broader themes that addressed the research objectives. Finally, the themes were interpreted in relation to existing literature on TBLT and speaking development in EFL contexts.

Results and Discussion

Students' Learning Experiences

The findings of this study support previous research highlighting the role of Task-Based Language Teaching (TBLT) in creating meaningful opportunities for

communication and supporting speaking development in EFL contexts. According to Nunan (2004), TBLT encourages learners to focus on meaning while using language to achieve communicative goals. Similarly, Rajitha (2024) argued that TBLT promotes communicative competence, engagement, and fluency through meaningful interaction. The present study extends these perspectives by demonstrating how students experienced task-based learning within an extracurricular environment characterized by flexibility, voluntary participation, and reduced academic pressure.

One of the most prominent aspects of students' experiences was their perception of the learning environment as enjoyable, supportive, and non-threatening. Many participants described the program as "seru banget," "menyenangkan," and "asik," while several students highlighted the tutor's supportive personality and positive relationship with classmates. Comments such as "Miss-nya baik dan tidak galak" and "teman-temannya asik semua" suggest that students' positive experiences were shaped not only by instructional activities but also by the social atmosphere of the learning environment. This observation indicates that students' willingness to participate was closely connected to their sense of comfort and belonging within the group. Rather than perceiving English as an academic subject associated with evaluation and correction, students experienced it as a medium for interaction and shared participation. Such findings suggest that affective support may play an important role in facilitating engagement in communicative language learning, particularly in extracurricular contexts.

Students' positive experiences were also strongly influenced by the engaging nature of the task-based activities. Participants frequently expressed enthusiasm for games, guessing activities, multimedia tasks, detective-themed activities, and puzzle-based challenges. Statements such as "bermain game di layar besar lebih seru dan santai" and "bermain game menjadi detektif karena aku suka semua yang berkaitan dengan kriminologi" indicate that learners were particularly motivated when tasks connected with their interests and encouraged active involvement. While previous studies have emphasized the effectiveness of meaningful tasks in promoting engagement (Rajitha, 2024), the present findings suggest that enjoyment itself may function as an important facilitator of communicative participation. In extracurricular environments where students often arrive after a full day of formal schooling, enjoyable and cognitively stimulating tasks appear to help sustain attention and encourage continued involvement in speaking activities.

Another important aspect of students' experiences concerned their increasing willingness to communicate in English. Although several students initially demonstrated hesitation and anxiety, participation gradually increased as learners became more familiar with the communicative nature of the activities. This development appears to be linked to the emphasis on task completion and meaning-making rather than grammatical perfection. Students were encouraged to express ideas using the language resources available to them without fear of immediate correction. Consequently, communication became more important than accuracy, allowing learners to take risks and participate more actively. This finding supports previous research reporting that TBLT can foster confidence and oral participation (Azizifard, 2024; Albino, 2017), while also illustrating how confidence develops progressively through repeated engagement in meaningful interaction rather than emerging automatically at the beginning of instruction.

The findings further reveal that students perceived the use of simple and functional language as particularly helpful for participation. Several learners reported enjoying activities involving everyday expressions and practical grammar topics because these

enabled them to understand and use English more easily. One student stated that learning tenses helped them understand English texts more effectively, while others appreciated expressions that could be used in daily communication. These responses suggest that learners were more willing to participate when communicative demands aligned with their existing proficiency levels. Rather than viewing grammar as an isolated body of knowledge, students experienced language forms as tools that supported communication. This observation reinforces the TBLT principle that language development can emerge through meaningful use and contextualized communication rather than through exclusive attention to formal instruction.

The extracurricular setting also allowed students to experience English as a practical means of communication rather than merely a school subject. Through information exchange, collaborative games, problem-solving activities, and group interaction, learners were required to use English to achieve communicative purposes. As a result, speaking activities were perceived as more natural and less intimidating than traditional classroom practices. This finding contributes to existing TBLT literature by suggesting that extracurricular environments may provide particularly favorable conditions for authentic language use because they combine communicative objectives with lower levels of academic pressure. Consequently, students appeared more willing to experiment with language and participate in interaction despite their linguistic limitations.

Taken together, these findings suggest that students' positive learning experiences emerged from the interaction between meaningful task design, supportive social relationships, contextualized language use, and reduced performance pressure. While previous studies have largely demonstrated the effectiveness of TBLT in improving speaking skills and motivation, the present study provides further insight into how learners experience task-based activities in extracurricular settings. The findings indicate that students' engagement is influenced not only by the communicative nature of the tasks themselves but also by the social and contextual conditions under which those tasks are implemented. Therefore, successful TBLT implementation in extracurricular EFL programs appears to depend on creating learning environments that simultaneously support communication, participation, and learners' affective needs.

Perceived Strengths

The findings indicate that the effectiveness of the extracurricular English program was supported by several pedagogical strengths that facilitated students' participation and speaking development. While the previous section highlighted learners' experiences during the program, the present discussion focuses on the instructional characteristics that contributed to those positive experiences. The strengths identified in this study include the emphasis on meaningful communication, the establishment of a supportive learning environment, the implementation of varied communicative tasks, and the use of contextualized language during classroom interaction.

One of the primary strengths of the program was its consistent emphasis on meaningful communication. Throughout the activities, students were encouraged to use English to exchange information, express ideas, solve problems, and complete communicative tasks rather than merely memorizing vocabulary or practicing grammatical structures in isolation. This instructional orientation reflects a central principle of TBLT, which views language as a tool for communication and meaningful interaction (Nunan, 2004). The findings suggest that providing opportunities for

purposeful language use enabled learners to participate more actively and perceive English as a practical means of communication. This observation supports Azizifard's (2024) finding that task-based instruction enhances oral communication skills by creating meaningful contexts for language use. More importantly, the present study demonstrates that meaningful communication can be successfully promoted even among lower-proficiency learners when communicative tasks are aligned with their linguistic abilities and learning needs.

Another important strength concerned the supportive and learner-centered learning environment created throughout the program. The extracurricular nature of the program allowed instruction to be conducted in a relatively relaxed atmosphere where students could participate without excessive concern about making mistakes. Rather than acting primarily as evaluators, teachers functioned as facilitators who guided interaction, provided assistance, and encouraged participation. Students frequently described the tutor as approachable, supportive, and easy to understand, suggesting that the teacher played a significant role in reducing learners' anxiety and maintaining engagement. These findings reinforce Tuyen's (2019) argument that successful implementation of TBLT depends not only on task design but also on teachers' ability to establish supportive learning conditions that encourage learners to communicate confidently. The findings further suggest that the effectiveness of communicative instruction is closely related to how interaction is facilitated within the learning environment.

A further strength of the program was the variety and meaningfulness of the communicative tasks implemented throughout the learning process. Students participated in guessing games, discussions, multimedia-based activities, problem-solving tasks, collaborative learning activities, and detective-themed challenges that required active communication and interaction. The diversity of these activities appeared to sustain learners' interest and maintain participation across the program. From a pedagogical perspective, task variation not only prevented boredom but also provided learners with multiple opportunities to use English for different communicative purposes. This finding supports Jackson's (2022) argument that task types such as information-gap, problem-solving, decision-making, and opinion-exchange activities promote meaningful interaction by requiring learners to exchange information, negotiate meaning, and collaborate toward communicative goals. Similarly, Rajitha (2024) emphasized that interactive and contextually relevant tasks play an important role in promoting learner engagement and communicative competence. The present findings further suggest that task variation is particularly valuable in extracurricular settings, where maintaining students' motivation and attention may be challenging due to physical fatigue following regular school activities.

The findings also highlight the importance of contextualized language use as a strength of the program. Rather than introducing grammar as isolated knowledge, language forms were generally presented as part of communication and task completion. This approach enabled students to focus on conveying meaning while simultaneously developing linguistic knowledge through interaction. Consequently, learners perceived speaking activities as more accessible and less intimidating because communication was prioritized over grammatical perfection. This observation aligns with Nunan's (2004) view that language learning becomes more meaningful when language forms are embedded within communicative contexts. It also supports Chunliu and Guangsheng's (2025) argument that the effectiveness of TBLT is influenced by how communicative tasks are implemented within specific learning environments. In the present study, contextualized language use appeared to facilitate participation by allowing learners to

communicate according to their existing proficiency levels while gradually expanding their linguistic repertoire.

Taken together, the strengths identified in this study suggest that the effectiveness of TBLT in extracurricular settings extends beyond the implementation of communicative tasks alone. Meaningful communication, supportive instructional practices, varied task design, and contextualized language use worked together to create conditions that encouraged active participation and speaking development. These findings contribute to the growing body of TBLT research by demonstrating that successful implementation depends not only on adherence to task-based principles but also on the extent to which those principles are adapted to learners' needs, interests, and learning contexts. Consequently, the study highlights the importance of viewing TBLT as a flexible and context-sensitive approach capable of supporting speaking development in non-formal EFL learning environments.

Challenges in Program Implementation

Despite the pedagogical strengths identified throughout the program, the findings also revealed several challenges that influenced the implementation of Task-Based Language Teaching (TBLT) in the extracurricular context. These challenges were associated with attendance consistency, learners' physical and psychological readiness, differences in language proficiency, and communicative confidence. Rather than indicating weaknesses of TBLT itself, these findings suggest that the effectiveness of task-based instruction is strongly shaped by contextual conditions and learner-related factors. As a result, the present study contributes to a more nuanced understanding of how TBLT operates within non-formal learning environments where participation is voluntary and learning conditions differ from those typically found in formal classrooms.

One of the most significant challenges concerned the inconsistency of student attendance throughout the program. Because participation was voluntary, attendance frequently fluctuated from one session to another, occasionally disrupting the continuity of communicative activities and reducing opportunities for collaborative interaction. Students reported various reasons for their absence, including fatigue, illness, competing academic responsibilities, unfavorable weather conditions, and the absence of friends. Comments such as "Kalau teman tidak ikut bimbel, aku juga tidak ikut" and "Capek, tidak ada temannya" indicate that participation was influenced not only by individual motivation but also by social relationships and peer support. This finding extends previous TBLT research by highlighting the importance of social participation in extracurricular learning environments. While most TBLT studies have focused on classroom-based implementation where attendance is relatively stable, the present study suggests that the effectiveness of communicative tasks may be constrained when opportunities for interaction are affected by irregular participation patterns. Consequently, sustaining attendance may be as important as designing effective tasks in extracurricular language programs.

Another challenge emerged from students' physical and psychological readiness during the learning sessions. Since the program was conducted after regular school hours, many students arrived with reduced energy and concentration following a full day of academic activities. Several participants explicitly mentioned being "capek", "sakit", or "kelelahan akibat aktivitas sekolah" when explaining their inability to attend or participate fully. These responses suggest that learner engagement in TBLT is influenced not only by task quality but also by learners' readiness to engage cognitively

and socially in communicative interaction. This observation supports Rajitha's (2024) argument that maintaining active participation during task implementation can be challenging, particularly when learners experience varying levels of readiness and motivation. Similarly, Alasal (2025) emphasized that designing tasks appropriate to learners' conditions represents one of the practical challenges of TBLT implementation. The present findings further demonstrate that effective task-based instruction requires flexibility in task pacing, complexity, and classroom management to accommodate learners' fluctuating physical and psychological conditions.

Differences in language proficiency also presented challenges during communicative task implementation. Although all participants were generally classified within the A1–A2 proficiency range, variations in vocabulary knowledge, speaking ability, and comprehension levels affected the extent to which learners could participate independently. Lower-proficiency learners occasionally struggled to understand instructions, formulate responses, or express ideas, whereas more proficient learners sometimes required additional challenges to remain engaged. Some students also suggested that English explanations should be accompanied by Indonesian translations to support comprehension. These findings reveal an important tension between the communicative ideals of TBLT and the realities of heterogeneous learning groups. While TBLT promotes authentic communication, meaningful participation may not occur equally for all learners without appropriate instructional support. Therefore, the findings reinforce Rajitha's (2024) observation that proficiency variation remains a significant challenge in task-based instruction while also highlighting the importance of scaffolding and differentiated support in extracurricular EFL contexts.

A further challenge concerned students' communicative confidence, particularly during the early stages of the program. Although students generally reported positive learning experiences, several participants initially demonstrated hesitation and reluctance to speak English due to fear of making mistakes or limited vocabulary knowledge. Some learners preferred relying on peers or using only simple expressions when participating in communicative tasks. However, this hesitation gradually decreased as students became more familiar with the learning environment and task-based activities. This finding suggests that communicative confidence should not be viewed as a prerequisite for successful participation but rather as a developmental outcome that emerges through sustained engagement in meaningful interaction. While previous studies have highlighted the motivational benefits of TBLT (Albino, 2017; Nst et al., 2025), the present study provides additional insight into how confidence develops gradually through repeated opportunities for communication within a supportive extracurricular environment.

Taken together, these findings demonstrate that the effectiveness of TBLT in extracurricular EFL settings is influenced not only by pedagogical design but also by contextual, social, and affective factors. While previous studies have largely emphasized the benefits of TBLT for improving communicative competence, fluency, and motivation, the present study highlights the practical realities that shape implementation in non-formal learning environments. Attendance consistency, learner readiness, proficiency diversity, and communicative confidence all influenced the extent to which students could engage in meaningful interaction. Therefore, successful implementation of TBLT requires not only well-designed communicative tasks but also adaptive instructional practices that respond to learners' needs, learning conditions, and contextual realities. Such findings reinforce the view that TBLT should be understood as a flexible and

context-sensitive approach whose effectiveness depends on how pedagogical principles are adapted to specific learning environments.

Conclusion

This study explored students' learning experiences, perceived strengths, and challenges in the implementation of Task-Based Language Teaching (TBLT) within a CSR-based extracurricular English program. The findings indicate that TBLT contributed positively to students' speaking development by creating a supportive, interactive, and learner-centered environment in which students were encouraged to use English for meaningful communication. Through communicative tasks, collaborative interaction, and contextualized language use, learners generally perceived the learning process as engaging, enjoyable, and less intimidating. These conditions appeared to support students' willingness to participate, reduce speaking anxiety, and foster greater communicative confidence.

The study also identified several pedagogical strengths that contributed to the effectiveness of the program. Meaningful communication, supportive teacher facilitation, varied communicative tasks, and contextualized language use created opportunities for active participation and authentic language practice. At the same time, the findings revealed that the implementation of TBLT in extracurricular settings is influenced by several contextual challenges, including inconsistent attendance, learner fatigue, differences in language proficiency, and varying levels of communicative confidence. These challenges suggest that the effectiveness of TBLT depends not only on task design but also on the social, affective, and contextual conditions in which learning takes place.

Beyond confirming the benefits of TBLT reported in previous studies, this research contributes to the literature by providing insight into how learners experience task-based instruction in a non-formal EFL context. The findings highlight that successful implementation of TBLT in extracurricular programs requires attention not only to communicative objectives but also to learners' participation patterns, readiness to learn, and opportunities for sustained interaction. In this respect, the study extends existing TBLT research by demonstrating the importance of contextual and experiential factors in shaping the effectiveness of communicative language learning.

From a practical perspective, English teachers and extracurricular program developers are encouraged to design flexible and engaging task-based activities that reflect learners' interests, proficiency levels, and learning conditions. Interactive games, problem-solving tasks, collaborative activities, multimedia-based learning, and everyday communication tasks may help sustain students' motivation and participation, particularly in after-school programs where fatigue can affect engagement. Teachers should also provide appropriate scaffolding, clear instructions, supportive feedback, and strategic use of the first language when necessary to ensure meaningful participation for learners with diverse proficiency levels.

Finally, future research may explore the implementation of TBLT in other extracurricular or community-based learning contexts involving different age groups, proficiency levels, or instructional settings. Further studies could also investigate the long-term impact of extracurricular TBLT programs on learners' speaking proficiency, confidence, and willingness to communicate in English.

The Conclusion section is written in 11-point Book Antiqua font with single spacing. The conclusion is concise, reflective, and argumentative, without lengthy

repetition of the previous section. This section consists of three main paragraphs, each approximately 10–15 lines long.

The first paragraph presents the research's key findings that directly address the focus, objectives, or research questions. The description focuses on the key findings that are most relevant to the issue or phenomenon being studied and substantively emphasizes the research findings' position.

The second paragraph explains the significance and contribution of the research, conceptually, methodologically, and theoretically. The author outlines the research's added value to the development of science, academic practice, or policies relevant to the research subject, based on the findings obtained.

The third paragraph lists the limitations or weaknesses encountered during the research process. These limitations serve as the basis for formulating recommendations for further research, including developing methods, expanding the scope of study, and deepening theoretical perspectives.

Author Contribution Statement

Author 1 acted as the initiator and conceptor of the article; Author 2 contributed to the analysis and interpretation of the data; Author 3 served as the validator of the data and analysis results.

Statement of Interest

All authors declare that they have no financial or non-financial conflicts of interest relevant to this research.

Funding

This research did not receive any specific grant from any funding agency in the public, commercial, or nonprofit sectors.

References

- Alasal, Mahmoud Sabri. (2025). Exploring the Role of Task-Based Language Teaching in Enhancing Communicative Competence. *International Journal of Linguistics, Literature and Translation*. ISSN: 2617-0299. <https://doi.org/10.32996/ijllt.2025.8.2.6>
- Albino, Gabriel. (2017). Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga. *SAGE Open*. <https://doi.org/10.1177/2158244017691077>
- Azizifard, Fereshteh M. (2024). The Effect of Task-based Language Teaching on Speaking Skill. *Erbil journal of Humanities and Social Sciences*. Volume VIII No. 1 (2024) 7. DOI: [10.24086/cuejhss.vol8n1y2024.pp.65-71](https://doi.org/10.24086/cuejhss.vol8n1y2024.pp.65-71)
- Chunliu, Xie & Lan Guangsheng. (2025). The effectiveness of task-based language teaching in improving communicative competence. *International Journal of Advanced and Applied Sciences*, 12(1) 2025, Pages: 263-273. <https://doi.org/10.21833/ijaas.2025.01.025>
- Dewan, M. S., & Sharma, B. D. (2025). Enhancing oral communication in English as a second language. *Journal of Tikapur Multiple Campus*, 8. <https://doi.org/10.3126/jotmc.v8i8.75949>

- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge University Press. <https://doi.org/10.1017/9781108643689>
- Hairiyanto, H., Herlina, H., & Melati, M. (2024). Analysis of the implementation of Merdeka Curriculum for English subjects at the Islamic junior high school of Pancasila Bengkulu. *Edu-Ling: Journal of English Education and Linguistics*, 8(1). <https://doi.org/10.32663/edu-ling.v8i1.4964>
- Jackson, D. O. (2022). *Introducing language and intercultural communication*. Cambridge University Press. <https://doi.org/10.1017/9781009067973>
- Kusuma, I. P. I. (2021). Speaking issues faced by Indonesian students during classroom discussions in the US. *Electronic Journal of Foreign Language Teaching*, 18(1), 5-17. <https://doi.org/10.56040/siik1811>
- Moore, P. J. (2018). Task-based language teaching (TBLT). In J. I. Lontos (Ed.), *The TESOL encyclopedia of English language teaching*. Wiley. <https://doi.org/10.1002/9781118784235.eelt0175>
- Mudinillah, A., Rahmi, N, S., & Taro, N. (2024). Task-Based Language Teaching: A Systematic Review of Research and Applications. *Lingeduca: Journal of Language and Education Studies*, 3(2), 102-115. <https://doi.org/10.70177/lingeduca.v3i2.1352>
- Nst, Mutia S., Insani, S. N., Manik, S. F., Banjarnahor, S. G., & Meisuri. (2025). Enhancing speaking confidence in elementary students through task-based and communicative approaches: A community-based study at Rumah Tahfiz Daarul Uswah. *Jurnal Pendidikan dan Ilmu Sosial*, 3(2), 366-374. <https://doi.org/10.54066/jupendis.v3i2.3214>
- Nunan, David. (2004). *Task-Based Language Teaching*. Cambridge University Press.
- Rajitha, R. (2024). Task-based language teaching (TBLT): Benefits and challenges in the modern classroom. *International Journal of Creative Research Thoughts*, 12(10). <https://www.ijcrt.org/>
- Riskianto, H., Surono, S., & Inawati, I. (2023). Teaching English based on the Kurikulum Merdeka at Muhammadiyah junior high schools in Yogyakarta: The teachers' implementation and perception. *Jurnal Ilmiah Ilmu Pendidikan (JIIP)*, 6(11), 9090-9098. <https://doi.org/10.54371/jiip.v6i11.2869>
- Sada, E. Y., Bulbula, D. A., & Bulti, T. A. (2023). EFL teachers' and students' attitudes and practices regarding oral communication in English classes: Ethiopian high school context. *International Journal of Language Education*, 7(2), 255-270. <https://doi.org/10.26858/ijole.v7i2.23062>
- Tuyen, Le Van & Huynh Hoai An. (2019). Task-based Language Teaching: Task-based Speaking Activities Used in EFL Classrooms at Tertiary Level. *International Journal on Studies in English Language and Literature (IJSELL)*. Volume 7, Issue 5, May 2019, PP 1-12. <http://dx.doi.org/10.20431/2347-3134.0705001>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967-977. <https://doi.org/10.12973/eu-er.9.3.967>