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University Students' Responses to Task-Based Learning in an English-Speaking Class: A Mixed-Methods Study

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ABSTRACT

Task-Based Learning (TBL) provides opportunities for students to practice English through meaningful communicative activities. However, students' perceptions of TBL implementation and perceived learning gains in university speaking classes remain underexplored. This study explored students' perceptions of TBL in a speaking class at Universitas Pamulang. A descriptive quantitative design involved 31 fourth-semester English Literature students. Data were collected through preliminary and post-implementation questionnaires following seven TBL meetings. The post-questionnaire comprised 30 items covering TBL implementation, task usefulness, and perceived learning gains. The questionnaires served different purposes, and their scores were not compared as equivalent pre- and post-intervention measures. Data were analyzed using descriptive statistics. Most students perceived speaking activities as more interesting (93.5%), reported increased speaking confidence (87%), and valued opportunities for collaboration (96.8%). However, only 67.7% considered the allocated task time adequate. These findings indicate generally positive perceptions of TBL, although perceived gains do not constitute objectively measured improvements in speaking proficiency. This study contributes to understanding students' experiences across classroom engagement, task characteristics, and perceived language gains, offering practical insights for designing speaking instruction.

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1. INTRODUCTION

Speaking is an essential component of English language learning because it enables students to communicate ideas, express opinions, and interact with others in various academic and social contexts. Effective speaking performance involves several interrelated competencies, including grammatical knowledge, vocabulary, pronunciation, fluency, and comprehension [1], [2], [3]. These components support students in producing comprehensible and meaningful oral communication. However, developing speaking

competence remains challenging for students who have limited linguistic resources and insufficient confidence in using English. Such difficulties may be reflected in their reluctance to participate in classroom discussions, hesitation when expressing ideas, inappropriate grammatical structures, limited vocabulary, and difficulties in maintaining fluent and comprehensible speech. Consequently, these challenges may restrict students' opportunities to engage in meaningful classroom communication.

These challenges were also identified in English speaking classes at Universitas Pamulang. Based on the results of preliminary questionnaires administered to the students involved in this study, several difficulties were identified, particularly in grammatical knowledge, vocabulary mastery, pronunciation, speaking confidence, feedback, authentic speaking tasks, motivation, and creativity. Students frequently experienced difficulties expressing their ideas independently and understanding what they were communicating during classroom speaking activities. Several factors contributed to their lack of confidence, including fear of making mistakes, unfamiliarity with using English in classroom interactions, limited vocabulary recall, insufficient grammatical understanding, and difficulties pronouncing certain words. These preliminary findings indicate that students' speaking difficulties are not exclusively related to linguistic competence but also involve psychological, motivational, and instructional dimensions. Therefore, examining students' experiences and responses to classroom instructional approaches is important for understanding how speaking activities can better accommodate their learning needs.

One instructional approach that has been widely discussed in language teaching is Task-Based Learning (TBL), which emphasizes the use of meaningful tasks as the central component of language learning. Rather than focusing exclusively on the presentation of linguistic forms, TBL provides opportunities for students to use language to achieve communicative purposes through structured classroom activities. Previous studies have reported several benefits associated with its implementation. In relation to grammatical competence, task-based activities have been associated with improvements in students' motivation, confidence in using grammatical structures, willingness to learn grammar, and participation in meaningful communication [4]. Grammar-related activities may also be assigned as homework to encourage students to consolidate their classroom learning and apply grammatical knowledge during speaking activities [5]. Regarding vocabulary mastery, previous research has indicated that task-based activities can encourage students to develop critical thinking, become more accustomed to completing classroom tasks, and participate actively in learning activities [6]. Furthermore, the integration of the Azura AI platform into task-based pronunciation instruction has demonstrated improvements in pronunciation accuracy, fluency, completeness, and prosody based on pretest and posttest assessments [7]. These findings suggest that TBL has been explored in relation to several dimensions of speaking development, although its implementation and reported outcomes may vary across instructional contexts.

Beyond linguistic development, TBL offers opportunities to create more interactive and supportive learning experiences. Previous studies have highlighted its potential to facilitate learning through direct participation in speaking activities [8], provide opportunities to practice appropriate grammatical structures [9], establish meaningful

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contexts for language use [10], increase students' enthusiasm through technology-supported learning activities [11], and create supportive and motivating classroom environments [12]. These potential benefits demonstrate that TBL can be examined not only in terms of students' linguistic performance but also through their experiences, engagement, and perceptions of the learning process.

Conceptually, Task-Based Learning is an instructional approach in which students develop language competence through the completion of meaningful tasks that require them to use language for communicative purposes [13]. The approach emphasizes the relationship between meaning, linguistic form, and communication [14], [15]. In this study, the implementation of TBL follows the three-stage framework consisting of pre-task, task cycle, and language focus [1], [16], [17], which is commonly associated with the Willis framework. The first stage, pre-task, prepares students for the tasks by providing relevant background knowledge and introducing the language resources needed for communication [18]. Classroom activities may include brainstorming, vocabulary introduction [1], language games, listening to short videos, matching exercises, and reading dialogues aloud in pairs. The second stage, task cycle, provides opportunities for students to use language through communicative activities to accomplish specific tasks [18]. Activities in this stage include dialogue practice, role-play, turn-taking, and simulation [1]. The final stage, language focus, encourages students to examine and practice language features emerging from the completed tasks [18]. Students can apply their grammatical knowledge and reflect on their language use to improve their speaking performance. In the present study, the language focus stage was conducted predominantly through homework activities because of the time limitations of classroom instruction.

An important characteristic of TBL is the integration of authentic situations and materials into language learning. Authentic situations provide meaningful contexts in which students can practice using language for communicative purposes [19]. Similarly, authentic materials can support meaningful learning experiences [20] and help students develop the ability to use language appropriately in communication [21]. In this study, authentic tasks and materials are considered important instructional components because they provide opportunities for students to connect classroom activities with practical language use. The integration of these components also provides a basis for examining how students perceive the relevance and usefulness of the tasks implemented during speaking instruction.

Although previous studies have reported various benefits of TBL, students' responses to its implementation have not always been consistent. Research involving young learners indicated that TBL could improve students' motivation and engagement in vocabulary learning [22]. In contrast, another study identified challenges in implementing TBL, particularly because some students required initial preparation and support before actively participating in classroom activities. These challenges were also associated with students' existing individual learning strategies and their familiarity with teacher-centered or individual learning practices [23]. Furthermore, students' responses to TBL have been examined through several instructional dimensions, including classroom learning processes, learning facilities, instructional media, learning resources, and classroom

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management [24]. These findings indicate that students may experience and respond to task-based instruction differently depending on their learning characteristics and classroom conditions.

Despite these contributions, several aspects remain insufficiently explored. Previous studies have primarily examined particular outcomes of TBL, such as vocabulary development, grammatical competence, pronunciation, motivation, and classroom engagement, or have investigated students' responses through general instructional dimensions. However, there remains a need to examine students' responses to the implementation of TBL in speaking classes through an integrated perspective that considers speaking skills, confidence, feedback, authentic tasks, motivation, and creativity. In particular, limited attention has been given to how students at Universitas Pamulang perceive the implementation of TBL, evaluate the usefulness of the tasks provided, and identify the learning gains they experience during speaking instruction. This issue is important because students' responses may provide insights into the extent to which the instructional process corresponds to their actual learning needs and classroom experiences.

The present study addresses this gap by examining students' responses to the implementation of TBL in speaking classes at Universitas Pamulang. Unlike previous studies that have focused on particular linguistic outcomes or general classroom instructional dimensions, this study examines students' responses across six interconnected aspects: speaking skills, confidence, feedback, authentic tasks, motivation, and creativity. These aspects are considered relevant because they reflect both the linguistic and non-linguistic dimensions of students' speaking learning experiences and correspond to the preliminary problems identified among the students involved in this study. The originality of this study therefore lies in its integrated examination of students' perceptions of TBL implementation, the usefulness of the tasks, and their self-reported learning gains within a specific university speaking-class context. Furthermore, students' responses are important to consider because they may provide insights into the authenticity of learning experiences and instructional outcomes, as suggested by Ramadhani et al. (2024).

Accordingly, this study aims to investigate students' responses to the implementation of Task-Based Learning in English speaking classes at Universitas Pamulang. Specifically, the study addresses the following research questions:

1. How do students perceive the implementation of Task-Based Learning in speaking classes?
2. How do students perceive the usefulness of the tasks provided during the implementation of Task-Based Learning in developing their speaking skills?
3. What learning gains do students report after participating in Task-Based Learning activities in speaking classes?

This study is expected to contribute theoretically and practically to the understanding of TBL implementation in speaking instruction. Theoretically, it provides additional empirical insights into students' responses to task-based language instruction by considering linguistic, psychological, motivational, and instructional dimensions. Practically, the findings may provide useful information for English lecturers in designing speaking activities that are more meaningful, responsive to students' learning needs, and

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supportive of active classroom participation. The findings may also serve as a reference for improving the selection of tasks, the provision of feedback, the use of authentic materials, and the management of speaking-learning activities in higher education contexts.

2. METHOD

2.1. Research Design

This study employed a descriptive research design to examine students' responses to the implementation of Task-Based Learning (TBL) in speaking classes. The study focused on students' perceptions of the instructional process, the usefulness of the tasks provided, and the learning gains they reported after participating in TBL activities. The data were obtained through questionnaires administered before and after the implementation of TBL. The questionnaire responses were analyzed to identify the general tendencies of students' responses and their experiences during the learning process. The research approach was intended to provide an understanding of students' responses within the actual classroom context [25].

2.2. Research Setting and Participants

The study was conducted at Universitas Pamulang, involving fourth-semester students of the English Literature Study Program who participated in speaking-related learning activities. A total of 31 students participated in the study. The participants were selected based on their involvement in the speaking class in which the TBL approach was implemented. They were considered relevant to the research objectives because they had direct experience with the instructional activities and were therefore able to provide responses regarding the implementation of TBL.

2.3. Research Procedure and Implementation of Task-Based Learning

The research was conducted through three main stages: preliminary assessment, implementation of TBL, and post-implementation assessment. First, a pre-questionnaire was administered to identify students' initial difficulties and experiences in speaking activities before the implementation of TBL. The preliminary assessment explored issues such as limited vocabulary, grammatical difficulties, lack of confidence, fear of making mistakes, low classroom participation, and difficulties expressing ideas in English.

Second, the TBL instructional activities were implemented over seven classroom meetings. The learning activities followed three stages: pre-task, task cycle, and language focus.

During the pre-task stage, students participated in preparatory activities designed to introduce relevant vocabulary, language expressions, and contextual knowledge needed to complete the speaking tasks. These activities included (a) watching videos, (b) brainstorming, (c) playing games, (d) reviewing grammar, (e) listening to songs while identifying expressions, (f) reading dialogues, (g) arranging pictures, and (h) spelling and reviewing vocabulary.

During the task cycle stage, students engaged in communicative activities that required them to use English to complete tasks and interact with their peers. The activities

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included (a) completing dialogues in pairs, (b) listing words provided on the board, (c) creating and performing dialogues based on situations provided by the lecturer, (d) practicing turn-taking, and (e) conducting role-plays.

The role-play activities involved six communicative situations: (1) acting as radio station anchors in groups, (2) responding to telephone calls, (3) presenting a timeline, (4) acting as food founders, (5) performing as chefs providing food instructions, and (6) presenting themselves as inventors. These activities provided opportunities for students to practice speaking in different communicative situations and develop confidence in expressing their ideas.

During the language focus stage, students completed grammar exercises both in class and at home to reinforce their understanding of grammatical structures and apply them when producing dialogues. Because of the limited classroom time, some grammar exercises were assigned as homework. The lecturer also provided feedback on students' use of phrases and sentences during classroom activities to support their language development.

Third, after the completion of the seven TBL meetings, a post-questionnaire was administered to collect students' responses concerning the learning activities, the usefulness of the tasks, and the learning gains they perceived. The post-questionnaire served as the primary instrument for examining students' experiences after participating in the TBL instructional process.

2.4. Data Sources and Collection Techniques

The study used primary data obtained directly from the participating students through pre-questionnaires and post-questionnaires. The pre-questionnaire was administered before the implementation of TBL to identify students' initial speaking difficulties and learning experiences. The post-questionnaire was administered after the seven instructional meetings to examine students' responses to the implementation of TBL.

The questionnaire data were used to identify students' initial speaking difficulties and their responses after experiencing the TBL instructional activities. The pre-questionnaire provided baseline information, whereas the post-questionnaire focused on students' perceptions of the learning process and the tasks implemented during speaking instruction.

2.5. Research Instruments

The main research instrument was a student questionnaire administered before and after the implementation of TBL. The pre-questionnaire was designed to identify students' initial speaking difficulties, including limited vocabulary, grammatical problems, pronunciation difficulties, lack of confidence, fear of making mistakes, and limited participation in classroom activities.

The post-questionnaire was designed to examine students' responses to three main dimensions: (1) students' perceptions of TBL implementation in speaking classes, (2) their perceptions of the usefulness of the tasks provided, and (3) their reported learning gains after participating in TBL activities. The questionnaire covered six aspects relevant to the

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research objectives: speaking skills, confidence, feedback, authentic tasks, motivation, and creativity.

The post-questionnaire consisted of 10 questions designed to obtain students' responses in accordance with the research objectives. The questions addressed the implementation of TBL, the usefulness of the tasks, and the aspects of learning that students experienced during speaking activities.

The pre-questionnaire and post-questionnaire served different but complementary purposes. The pre-questionnaire identified students' initial speaking difficulties, whereas the post-questionnaire examined their responses after experiencing TBL. Therefore, the two questionnaires were used to describe students' initial conditions and subsequent learning experiences rather than to establish statistically significant differences between pre-implementation and post-implementation scores.

2.6. Data Analysis

Quantitative data were analyzed using descriptive statistics, particularly response frequencies and percentages, to describe students' responses to the implementation of TBL. The percentage for each response category was calculated using the following formula:

$$P = \frac{f}{N} \times 100\% \quad 1)$$

Where:

(P) = percentage of students' responses;

(f) = frequency of students selecting a particular response;

(N) = total number of respondents.

The resulting percentages were used to describe the general tendencies of students' responses across the questionnaire items and the research dimensions. The analysis focused on describing the distribution of students' responses rather than testing causal relationships or determining statistically significant differences between pre-questionnaire and post-questionnaire scores.

2.7. Ethical Considerations

The study involved students who participated in the speaking class at Universitas Pamulang. The research data were collected through questionnaires concerning students' learning experiences and responses to TBL implementation. Participants' responses were treated as research data, and their identities were not disclosed in the presentation of the findings.

3. RESULTS

This section presents the findings regarding students' responses to the implementation of Task-Based Learning (TBL) in speaking classes at Universitas Pamulang. The analysis involved 31 fourth-semester students and focused on three main aspects: (1) students' perceptions of TBL implementation in speaking classes, (2) their perceptions of the usefulness of the tasks provided, and (3) their reported learning gains

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following participation in TBL activities. The findings are presented using descriptive percentages to illustrate the distribution of students' responses to each questionnaire item.

3.1. Students' Perceptions of Task-Based Learning Implementation in Speaking Classes

The first aspect examined students' perceptions of the implementation of TBL in speaking classes. The post-questionnaire consisted of ten questions addressing students' experiences during the learning process, including their understanding of classroom activities, interest, motivation, confidence, speaking ability, participation, creativity, and understanding of lesson content.

The questions were as follows:

1. Do you have a better understanding of the learning process?
2. Do you think English-speaking activities in class have become more interesting?
3. Are you more motivated to speak English in class?
4. Are you more confident when speaking English?
5. Do you think your English-speaking ability has improved?
6. Does TBL help you overcome your difficulties in speaking English?
7. Has the learning environment become more interesting and enjoyable through the implementation of TBL?
8. Have you become more active when speaking English in class?
9. Have you become more creative when speaking English?
10. Is it easier for you to understand the lesson content?

The questionnaire findings provide an overview of students' perceptions of the learning experiences associated with TBL implementation. The responses indicate that students generally perceived the learning process as more understandable and engaging. Positive responses were also reported regarding motivation, confidence, classroom participation, creativity, and the perceived development of speaking ability. However, the responses varied across individual questionnaire items, indicating that students did not experience all aspects of the instructional process in the same way. Figure 2 presents the distribution of students' responses concerning their perceptions of TBL implementation in speaking classes.

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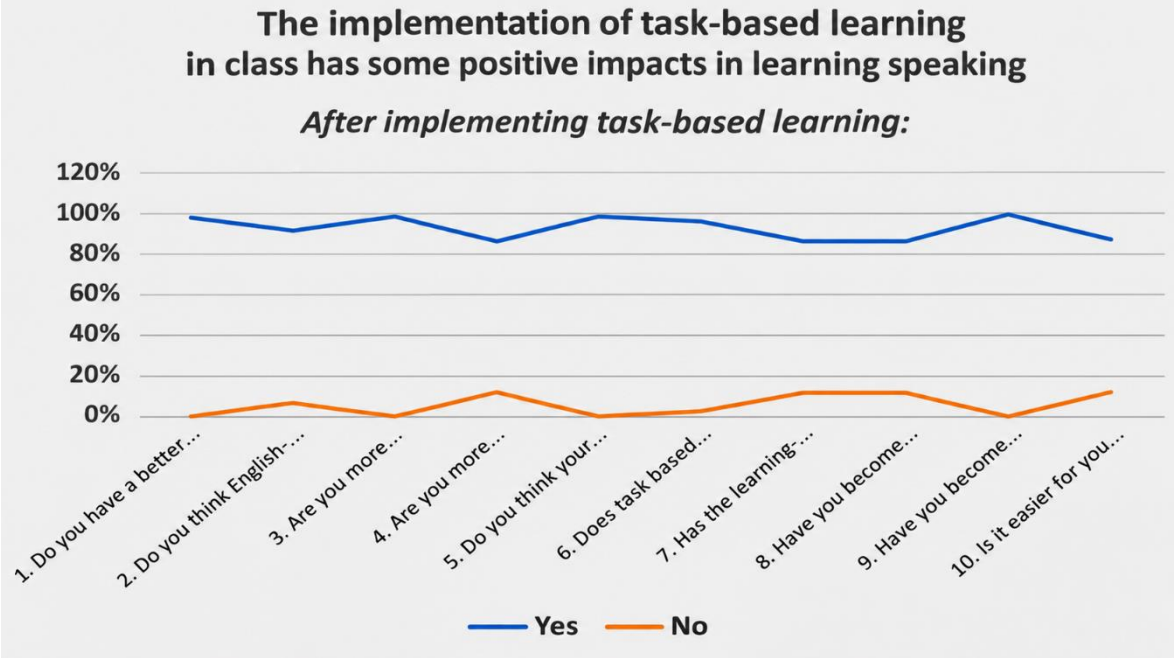


Figure 2. Students' perceptions of Task-Based Learning implementation in speaking classes

As illustrated in Figure 2, students reported favorable perceptions of several aspects of TBL implementation. These included a better understanding of classroom learning activities, greater interest in speaking activities, increased motivation, and confidence in using English. Students also reported that the instructional activities provided opportunities for more active participation and creativity during speaking practice. Furthermore, the structured learning process and the use of contextualized activities were perceived as helpful in understanding lesson content. These findings suggest that students generally viewed TBL as a supportive instructional approach for their speaking-learning experiences. Nevertheless, the responses should be interpreted as students' perceptions rather than objective evidence of improvements in speaking competence.

3.2. Students' Perceptions of the Usefulness of Tasks in Supporting Speaking Learning

The second aspect investigated students' perceptions of the usefulness of the tasks provided during the implementation of TBL. The questionnaire consisted of ten questions focusing on task relevance, creativity, collaboration, authentic language use, task objectives, difficulty level, time allocation, instructions, lecturer support, and feedback.

The questions were as follows:

1. Are the tasks provided in TBL relevant to your daily life?
2. Do the tasks help you think more creatively and innovatively?
3. Do the tasks provide opportunities to collaborate with your classmates?
4. Do the tasks provide opportunities to use English in authentic, real-life situations?
5. Do the tasks have clear objectives and are they easy to understand?
6. Is the difficulty level of the tasks appropriate to your ability?
7. Is the time allocated for completing the tasks sufficient?
8. Are the instructions for completing the tasks clear and easy to follow?

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9. Does the lecturer provide support while you are working on the tasks?
10. Do you think the feedback provided by the lecturer is useful?

The questionnaire findings indicate that students generally perceived the tasks as useful for supporting their participation in speaking activities. In particular, the tasks provided opportunities to exchange ideas, collaborate with classmates, practice English in contextualized situations, and develop creative thinking. Students also responded to the clarity of task objectives, instructions, and the support provided by the lecturer during classroom activities. Figure 3 presents the distribution of students' responses concerning the usefulness of the tasks provided during TBL implementation.

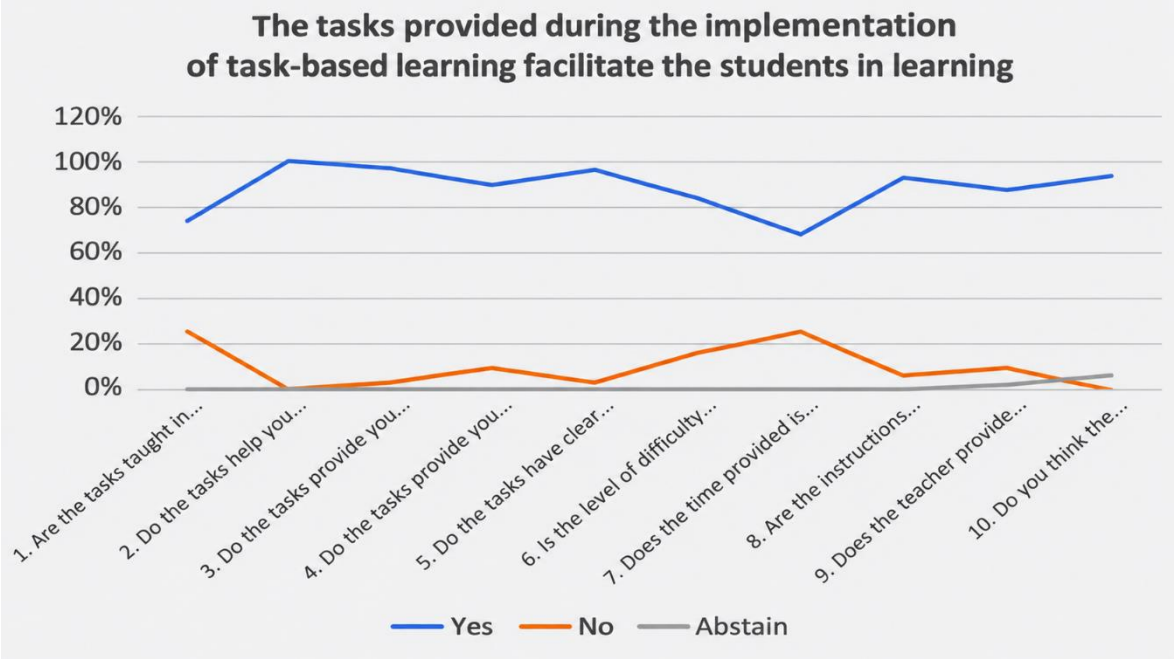


Figure 3. Students' perceptions of the usefulness of tasks in Task-Based Learning

As presented in Figure 3, students' responses varied across the ten questionnaire items. The relevance of tasks to daily life received approximately 74% positive responses, indicating that although most students considered the tasks relevant, a proportion of students did not share the same perception. Responses concerning the time allocated for task completion also showed variation, suggesting that the available time was not perceived as equally sufficient by all participants.

Other aspects, including opportunities for collaboration, creative thinking, authentic language use, clarity of instructions, lecturer support, and feedback, were generally perceived favorably. These findings indicate that the usefulness of TBL tasks was associated not only with the activities themselves but also with the clarity of instructions, opportunities for interaction, and instructional support provided during task completion.

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3.3. Students' Reported Learning Gains Following the Implementation of Task-Based Learning

The third aspect examined students' reported learning gains after participating in TBL activities. The questionnaire consisted of ten questions addressing students' perceptions of vocabulary, grammar, speaking fluency, pronunciation, listening, idea development, cultural understanding, learning independence, confidence, and test readiness.

The questions were as follows:

1. Do you perceive an improvement in your English vocabulary?
2. Does TBL help you understand English grammar?
3. Do you perceive an improvement in your English-speaking fluency?
4. Do you perceive an improvement in your pronunciation?
5. Do you perceive an improvement in your English listening skills?
6. Can you generate ideas while speaking?
7. Can you understand aspects of the cultures of English-speaking countries?
8. Have you become more independent in learning English?
9. Has your confidence in using English in various situations increased?
10. Do you feel more prepared to take English tests?

The questionnaire findings describe students' perceptions of their learning gains following participation in TBL activities. The reported gains covered both linguistic and non-linguistic aspects of English learning, including vocabulary, grammatical understanding, speaking fluency, pronunciation, listening, idea development, cultural awareness, learning independence, confidence, and test readiness. Figure 4 presents the distribution of students' responses concerning their reported learning gains following TBL implementation.

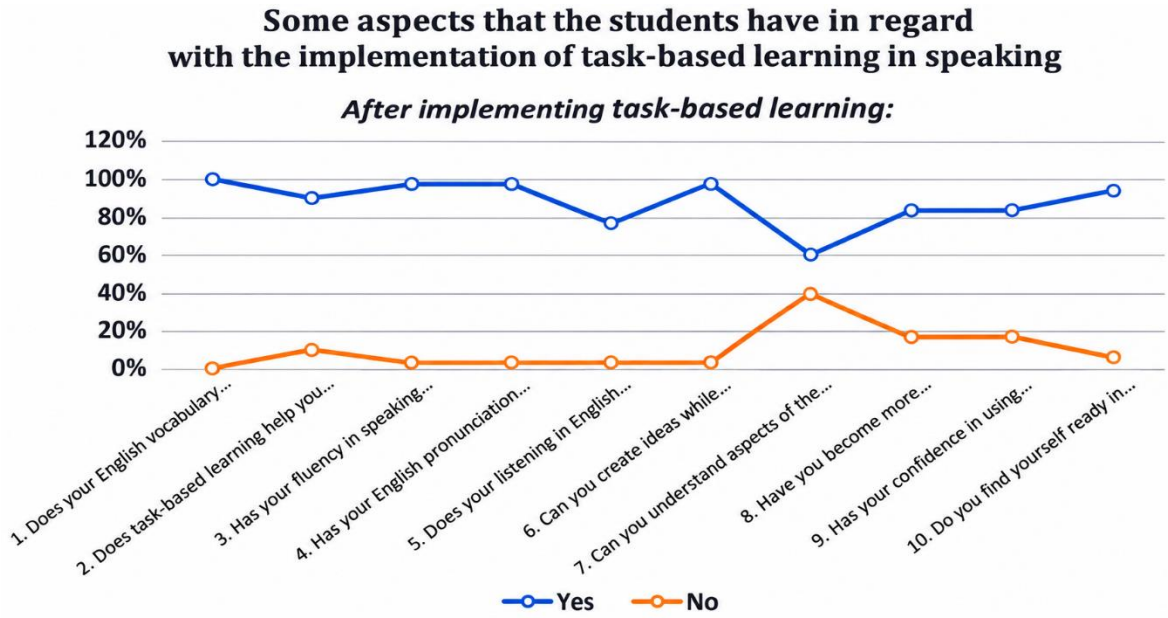


Figure 4. Students' reported learning gains following Task-Based Learning implementation

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As illustrated in Figure 4, students generally reported favorable learning experiences, particularly regarding vocabulary development, speaking fluency, pronunciation, and the ability to generate ideas during speaking activities. Students also reported perceived gains in grammatical understanding, learning independence, and confidence in using English in different situations. In addition, some students perceived that their participation in TBL activities helped them become better prepared for English tests.

However, students' responses regarding listening skills and cultural understanding showed greater variation than several other aspects. This variation indicates that the perceived benefits of TBL were not equally distributed across all language-learning dimensions. Therefore, the findings should be understood as self-reported learning gains based on students' experiences rather than objectively measured improvements in linguistic competence.

Overall, the findings reveal three main patterns. First, students generally expressed favorable perceptions of TBL implementation in speaking classes, particularly in relation to classroom engagement, motivation, and confidence. Second, the tasks were perceived as useful for encouraging collaboration, authentic communication, and creative participation, although task relevance and time allocation received more varied responses. Third, students reported perceived learning gains in several linguistic and non-linguistic aspects, particularly vocabulary, speaking fluency, pronunciation, and confidence. These findings provide an empirical description of students' responses to TBL implementation at Universitas Pamulang.

4. DISCUSSION

4.1. Student Engagement, Motivation, and Speaking Confidence

The findings indicate that students generally perceived the implementation of Task-Based Learning (TBL) positively, particularly in relation to classroom engagement, motivation, and confidence in speaking English. The variety of activities provided throughout the learning process appeared to create opportunities for students to participate more actively and use English in different classroom situations. These perceptions suggest that the organization of speaking lessons around meaningful tasks may help students experience a more interactive learning environment.

The positive responses concerning classroom interest and motivation may be related to the range of activities incorporated into the three stages of TBL: pre-task, task cycle, and language focus. Videos, brainstorming, vocabulary activities, games, pair dialogues, and role-plays provided different ways for students to engage with speaking practice. Rather than relying exclusively on teacher explanations, students were encouraged to participate in activities that required them to use English for specific communicative purposes. This interpretation is consistent with Safitri et al. (2020), who reported that varied activities in language learning can facilitate students' participation in speaking activities. Similar findings concerning the relationship between TBL implementation and students' learning motivation were reported by Marlinton et al. (2023) and Mumtaza et al. (2025).

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Speaking confidence is another important aspect of the students' responses. The activities required students to practice speaking with peers, prepare dialogues, and perform role-plays based on situations provided by the lecturer. Such activities may have offered opportunities for students to become more familiar with speaking English in front of others. Repeated practice in pairs and groups may also have helped students become more comfortable expressing their ideas, although the extent of this development was not objectively assessed in this study. This interpretation is in line with Nst et al. (2025), who associated TBL implementation in speaking classes with opportunities to address students' speaking anxiety. Nevertheless, students' reported confidence should be understood as a perception of their learning experience rather than evidence of a measured reduction in anxiety.

The findings therefore suggest that classroom engagement and confidence are relevant dimensions to consider when implementing TBL in speaking instruction. However, positive perceptions do not necessarily indicate that all students experienced the same level of improvement. Differences in students' language proficiency, prior speaking experience, and individual learning needs may influence how they respond to classroom tasks.

4.2. Task Authenticity, Collaboration, and Classroom Support

The students' responses also indicate that task characteristics played an important role in their perceptions of the learning process. Tasks involving dialogues, role-plays, and everyday communication situations provided opportunities to connect classroom activities with potential real-life language use. These activities allowed students to practice expressing ideas in contexts such as presenting information, conducting conversations, and explaining procedures. The relevance of tasks to students' everyday lives may have helped them understand the communicative purposes of the language being practiced. This is consistent with Ariatna et al. (2025), who discussed the contribution of TBL to students' communicative competence, and with Al-amrani et al. (2025), who highlighted the value of familiar topics and authentic materials in supporting classroom communication.

Collaboration was another prominent feature of the implementation. Students worked in pairs and groups to prepare dialogues, exchange ideas, and perform assigned roles. These activities provided opportunities to negotiate meaning, share responsibility, and learn from peers. The collaborative nature of the tasks may also have encouraged students who were less confident to participate through interaction with classmates before speaking in front of a larger audience. This interpretation is consistent with previous findings concerning peer collaboration and participation in communicative tasks [19], [31]. In addition, the use of real-life and creative tasks may provide opportunities for students to develop and express their own ideas, as discussed by Susanti et al. (2022) and in previous research on authentic tasks [32].

The findings also highlight the importance of clear instructions, appropriate task difficulty, and lecturer support. These elements are relevant because students need to understand what they are expected to accomplish before they can engage meaningfully in a task. The lecturer's role in this process involves providing input, clarifying task

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requirements, monitoring student participation, and offering feedback. In the present study, vocabulary support during the pre-task stage and feedback during the language-focus stage were intended to help students prepare for and reflect on their speaking performance. This is consistent with the view that input-based and output-based activities can complement one another in language learning [10].

Nevertheless, positive perceptions of task implementation should not be interpreted as evidence that every task was equally suitable for all students. The responses concerning task difficulty and the adequacy of instructions indicate that students may have experienced the activities differently. Differences in language proficiency and the time required to prepare spoken responses may have influenced their experiences. These findings reinforce the importance of adapting task complexity and providing appropriate scaffolding rather than assuming that a single task format will accommodate every learner.

4.3. Students' Perceived Language Gains

Students reported perceived gains in several aspects of English learning, including vocabulary, grammar, speaking fluency, pronunciation, listening, and the ability to generate ideas while speaking. These responses suggest that students viewed the TBL activities as opportunities to practice more than one language component. However, because the study relied on questionnaire responses rather than objective pre- and post-intervention language assessments, these findings represent students' perceptions of their development and should not be interpreted as verified improvements in language proficiency.

Vocabulary support during the pre-task stage may have contributed to students' perceptions that they could generate ideas more easily during speaking activities. Providing relevant words and expressions before students performed a task may have reduced some of the difficulty associated with finding appropriate vocabulary while communicating. This interpretation is consistent with Fitriyeni (2021), who reported a relationship between vocabulary mastery and speaking skills. In this study, vocabulary activities were therefore relevant as preparatory input that students could draw upon during pair and group tasks.

Students also perceived progress in grammar, fluency, and pronunciation. These perceptions may be associated with opportunities to prepare and perform dialogues, practice spoken expressions, and receive feedback. The language-focus stage provided opportunities to review language forms after students had engaged in communicative activities. Previous studies have also discussed the potential contribution of TBL to grammar learning, speaking fluency, and pronunciation development (Darussalam, 2022; Yolanda et al., 2025; Ayubovna, 2026). However, the present findings do not establish that these language components objectively improved. Further assessment would be necessary to determine whether students' perceptions correspond to measurable changes in their speaking performance.

Listening was another area in which students reported perceived gains, although responses were less uniformly positive than those concerning some other language aspects. The use of videos and listening activities may have exposed students to spoken English and provided examples of pronunciation, vocabulary, and expressions in context. Such

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exposure may have supported their preparation for speaking tasks. Nevertheless, the relatively less positive responses suggest that the listening activities may not have been sufficient for all students to perceive substantial development. More structured listening practice, including activities that require students to identify key information and respond to spoken messages, could be incorporated into future implementations.

Students also reported differing experiences regarding their understanding of cultural aspects of English-speaking countries. This finding is important because communicative competence involves not only the ability to produce grammatically appropriate sentences but also an awareness of how language is used in particular social contexts. The role-play activities could be extended by incorporating situations involving apologizing, giving compliments, expressing praise, and offering congratulations [36]. Such activities may help students explore the relationship between language choices and social conventions. The responses suggest that cultural content deserves more explicit attention in task design rather than being assumed to develop automatically through general speaking practice.

4.4. Implementation Challenges and Pedagogical Implications

Although students generally responded positively to the TBL activities, the findings also reveal areas requiring improvement. In particular, students did not respond uniformly to the adequacy of task duration. This suggests that the time allocated to complete a task may not have matched the needs of every student. Some students may require additional time to understand instructions, organize ideas, select vocabulary, prepare dialogues, and practice their spoken contributions. This issue is important in speaking classes because task completion involves both language processing and interaction with peers. Accordingly, lecturers should consider the complexity of each task, students' proficiency levels, and the time needed for preparation and performance when planning classroom activities. The challenges associated with time allocation are also discussed in Hidayat et al. (2026).

The less positive responses concerning the relevance of tasks to everyday life also deserve attention. Although role-plays and classroom dialogues can represent real-life communication, students may not always recognize their connection to situations they encounter outside the classroom. This may occur when the scenarios are unfamiliar, the instructions are too general, or the communicative purpose of a task is not sufficiently explained. Lecturers could address this issue by involving students in selecting familiar topics and designing scenarios based on their academic, social, and everyday experiences. In this way, task authenticity would be reflected not only in the format of an activity but also in its relevance to students' actual communication needs.

The findings have several practical implications for speaking instruction. First, lecturers may use a sequence of preparatory, communicative, and language-focused activities to provide students with opportunities to prepare, perform, and reflect on their language use. Second, pair and group tasks may be incorporated to support interaction and provide different opportunities for participation. Third, vocabulary and other relevant language inputs should be provided before students perform tasks, while feedback should address language use and task achievement. Finally, task duration, difficulty, and cultural

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content should be adjusted according to students' needs. These implications emphasize the importance of designing TBL activities that are meaningful, appropriately supported, and responsive to differences among learners.

4.5. Limitations and Directions for Future Research

Several limitations should be considered when interpreting the findings. First, the study involved 31 fourth-semester English Literature students at one university. Therefore, the findings may not be directly generalizable to students from other educational institutions, study programs, or proficiency levels. Second, the findings were based primarily on students' questionnaire responses. Consequently, the reported gains in vocabulary, grammar, fluency, pronunciation, listening, and confidence reflect students' perceptions rather than objectively measured changes in their language abilities. Third, the study did not establish whether the perceived changes resulted exclusively from TBL implementation, as other learning experiences and individual factors may also have contributed to students' responses.

Future research could address these limitations by involving participants from different institutions and educational backgrounds. Researchers could also combine student questionnaires with speaking-performance assessments conducted before and after the intervention. Such assessments could examine specific dimensions of speaking, including fluency, accuracy, vocabulary use, and pronunciation. Classroom observations or interviews could provide additional information about why students respond differently to particular task characteristics, especially task duration, task relevance, listening activities, and cultural content. Further studies could also investigate how task complexity, preparation time, and lecturer feedback influence students' participation and perceived learning experiences.

Overall, the findings suggest that students perceived TBL as a useful approach for organizing speaking activities, encouraging classroom participation, and providing opportunities to practice English through meaningful tasks. At the same time, the variation in students' responses highlights the need for careful task design and appropriate instructional support. The study contributes evidence about students' perceptions of TBL implementation in a university speaking class, while further research using objective language assessments is needed to establish its relationship with actual speaking development.

5. CONCLUSION

This study explored students' perceptions of Task-Based Learning (TBL) in speaking classes at Universitas Pamulang. Overall, students reported generally positive perceptions of TBL, particularly regarding classroom engagement, motivation, speaking confidence, task authenticity, and collaboration. However, task duration, task relevance, listening practice, and cultural awareness remain areas for improvement.

The findings suggest that TBL provides opportunities for students to practice English through structured and meaningful communicative activities. This study contributes to the understanding of students' learning experiences in TBL-based speaking

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instruction. Practically, lecturers should design authentic tasks, allocate sufficient time, provide appropriate language support, and incorporate constructive feedback.

The study was limited by its small sample of 31 students from one institution, seven-meeting intervention, absence of a control group, and reliance on self-reported data without objective speaking assessments. Therefore, the findings reflect students' perceptions rather than verified improvements in speaking proficiency. Future research should involve larger samples, comparison groups, longer interventions, speaking-performance tests, interviews, and classroom observations to provide more comprehensive evidence of TBL implementation.

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