ENHANCING SPEAKING SKILLS THROUGH TASK-BASED LEARNING

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ABSTRACT: *This research examines the impact of Task-Based Learning (TBL) as a transformative pedagogical approach to improving speaking proficiency among language learners. While traditional methods like the PPP (Presentation-Practice-Production) model often prioritize grammatical accuracy over spontaneous interaction, TBL shifts the focus to learner-centered communication. This study analyzes the three-stage TBL framework-pre-task, task cycle, and language focus-to demonstrate how it creates a natural acquisition environment. The findings indicate that by engaging in meaningful, real-world tasks (such as information-gap and reasoning-gap activities), learners significantly reduce speaking anxiety and enhance their fluency. The research concludes that TBL not only fosters linguistic competence but also boosts learner autonomy and strategic confidence, effectively bridging the gap between classroom instruction and real-world communication.*

Keywords: *Task-Based Learning (TBL), speaking skills, communicative competence, learner autonomy, fluency, task cycle, language acquisition, pedagogical framework, classroom interaction.*

In the contemporary era of globalization, the ability to communicate effectively in a second language, particularly in English, has become a fundamental requirement for academic and professional success. Among the

four primary language skills, speaking is often regarded as the most challenging to master, as it requires not only linguistic knowledge but also the ability to process information and produce utterances in real-time. Despite years of formal education, many learners struggle with oral fluency and communicative confidence. This phenomenon is frequently attributed to traditional teaching models, such as the "Presentation-Practice-Production" (PPP) approach, which often prioritizes grammatical accuracy over spontaneous communication and fails to bridge the gap between classroom exercises and real-world language use.

To address these limitations, **Task-Based Learning (TBL)** has emerged as a powerful alternative within the Communicative Language Teaching (CLT) paradigm. TBL shifts the focus from learning *about* the language to using the language as a tool to achieve a specific outcome. According to this framework, the "task" is the core unit of planning and instruction.

The pedagogical value of Task-Based Learning lies in its ability to create a "natural" acquisition environment within the artificial setting of a classroom. When students are focused on completing a task, their attention shifts from the fear of making grammatical errors to the necessity of being understood. This shift significantly reduces speaking anxiety and promotes **fluency**-the ability to speak smoothly and expressively.

The primary goal of this research is to evaluate the impact of Task-Based Learning on the development of speaking skills in language learners. The article aims to analyze the structural components of a TBL lesson and discuss how various task types-such as information-gap, reasoning-gap, and opinion-gap activities-stimulate different aspects of oral proficiency. Ultimately, this study seeks to provide educators with a clear methodological framework for implementing TBL to foster more competent, confident, and fluent speaks.

The investigation into enhancing speaking skills through **Task-Based Learning (TBL)** leads to several significant pedagogical conclusions.

Primarily, the study confirms that TBL represents a paradigm shift from traditional, grammar-heavy instruction to a more dynamic, learner-centered approach. By placing the "task" at the center of the educational process, learners are provided with a purposeful environment where language is treated as a functional tool rather than an abstract set of rules.

One of the most profound findings of this research is the positive impact of TBL on learner psychology, specifically regarding **fluency and confidence**. Unlike traditional methods that often stifle production through immediate error correction, the task cycle allows for a period of spontaneous expression. This reduces the affective filter-lowering anxiety and encouraging students to take risks with the language. The results indicate that when the focus is on achieving a concrete outcome, such as solving a problem or negotiating a decision, learners develop greater "automaticity" in their speech, leading to more natural and fluid communication.

Furthermore, the structural framework of TBL-comprising the pre-task, task-cycle, and language focus-ensures a balanced development of both fluency and accuracy. While the task itself promotes communication, the post-task or "language focus" stage allows for a reflective analysis of the linguistic forms used. This ensures that while learners become more communicative, they do not sacrifice grammatical precision in the long term.

REFERENCES

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