

THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING IN
IMPROVING SPEAKING FLUENCY AMONG STUDENTS AT KB RUMBEL CIA

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Abstract

. This study aims to examine the effectiveness of Task-Based Language Teaching (TBLT) in improving speaking fluency among young learners at KB Rumbel CIA. The study was motivated by the low speaking abilities of early childhood students, particularly in fluency, confidence, and the use of simple vocabulary in daily interactions. Classroom Action Research (CAR) was conducted in two cycles, using observations, speaking performance assessments, teacher interviews, and documentation as data collection techniques. The findings reveal a significant improvement in students' speaking fluency following the implementation of TBLT. In the first cycle, students began to show greater willingness to produce simple words and phrases, although hesitation and pauses were still noticeable. By the second cycle, students produced longer utterances, demonstrated fewer pauses, and responded more naturally during interactions. The interactive learning environment created through role-playing, collaborative tasks, and story-based activities effectively reduced anxiety and increased student motivation. Peer interactions during task execution provided opportunities for meaning negotiation, which directly contributed to fluency development. Overall, the study concludes that TBLT is an effective and developmentally appropriate approach for young learners. It not only enhances speaking fluency but also supports confidence building and positive engagement in language learning. The results suggest that TBLT should be considered a recommended instructional strategy for early childhood English education.

Abstrak

. Penelitian ini bertujuan untuk mengetahui efektivitas penerapan Task-Based Language Teaching (TBLT) dalam meningkatkan kelancaran berbicara siswa di KB Rumbel CIA. Latar belakang penelitian ini adalah rendahnya kemampuan berbicara anak usia dini, khususnya dalam hal kelancaran, kepercayaan diri, dan penggunaan kosakata sederhana dalam interaksi sehari-hari. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Data diperoleh melalui observasi, penilaian performa berbicara, wawancara guru, serta dokumentasi kegiatan. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam kelancaran berbicara siswa setelah penerapan TBLT. Pada siklus pertama, siswa mulai menunjukkan keberanian untuk mengucapkan kata dan frasa sederhana meskipun masih

terdapat jeda dan keraguan. Namun pada siklus kedua, siswa dapat menghasilkan ujaran yang lebih panjang, jeda berkurang, dan respons verbal menjadi lebih alami. Lingkungan pembelajaran yang interaktif melalui permainan peran, tugas kolaboratif, dan aktivitas berbasis cerita terbukti mampu menurunkan kecemasan dan meningkatkan motivasi siswa. Selain itu, interaksi antarsiswa selama kegiatan tugas memberikan peluang untuk negosiasi makna, yang berkontribusi langsung pada peningkatan kelancaran berbicara. Secara keseluruhan, penelitian ini menyimpulkan bahwa TBLT merupakan pendekatan yang efektif dan sesuai dengan karakteristik perkembangan anak usia dini. Pendekatan ini dapat direkomendasikan sebagai strategi pengajaran bahasa Inggris yang mampu meningkatkan kemampuan berbicara sekaligus membangun rasa percaya diri siswa.

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INTRODUCTION

. Speaking fluency is one of the most essential indicators of successful language learning, especially for young learners who are in the early stages of developing communicative competence. Fluency reflects a learner's ability to speak smoothly, confidently, and without unnecessary hesitation. However, many students at the kindergarten level often struggle to express themselves verbally due to limited vocabulary, lack of exposure, and insufficient opportunities to practice speaking in meaningful contexts. These challenges are also experienced by students at KB Rumbel CIA, where speaking activities have not yet maximized student participation or encouraged spontaneous language use (Afifah and Devana 2020).

Traditional language teaching methods, which tend to focus heavily on drilling, repetition, or teacher-centered instruction, often fail to address the communicative needs of young learners. Such approaches do not always provide opportunities for authentic language use, resulting in passive learning and limited fluency development. These limitations highlight the need for more interactive and student-centered learning approaches that encourage children to speak naturally and confidently. One promising method that addresses these needs is Task-Based Language Teaching (TBLT) (Lume and Hisbullah 2022).

Task-Based Language Teaching is a communicative approach that emphasizes the use of meaningful tasks as the central component of language learning. Instead of focusing solely on the forms of language, TBLT encourages students to use the target language to accomplish specific goals or tasks. These tasks can include role plays, games, storytelling, problem-solving activities, and other engaging classroom

interactions. Through these activities, students learn to use language spontaneously, thus promoting real communication and enhancing speaking fluency (Article Amirnader Elahi and Mashhadi Heidar 2021).

Young learners, especially those in kindergarten, learn best when they are actively involved in concrete and playful activities. TBLT aligns with the developmental characteristics of early childhood learners, as it emphasizes hands-on engagement and real-life communication. Students are encouraged to participate, explore, interact, and express ideas freely. These activities help reduce anxiety and create a supportive learning environment where students feel safe to experiment with language. As a result, TBLT has the potential to significantly improve speaking fluency among young learners.

Preliminary observations at KB Rumbel CIA indicate that students enjoy activities involving movement, games, and collaborative play. However, classroom activities have not been consistently structured to promote speaking fluency. Many activities lack clear communicative goals and do not encourage students to use English actively. This condition underscores the importance of implementing a method that systematically integrates meaningful communication into classroom activities. TBLT provides a structured yet flexible approach that can help fill this gap (Hasnain and Halder 2023).

TBLT consists of three main stages: pre-task, task cycle, and language focus. In the pre-task stage, students are introduced to the topic and provided with input or vocabulary needed to complete the task. During the task cycle, students work in pairs or groups to accomplish the assigned task using English as much as possible. Finally, the language focus stage allows the teacher to highlight specific language forms that emerged during the task. This sequence allows students to develop fluency naturally while still receiving guided instruction (Panduwangi 2021).

Studies on TBLT have shown its effectiveness in enhancing speaking fluency in various educational contexts. Research indicates that TBLT increases students' confidence, encourages active participation, and improves natural speech production. Although many of these studies involve older learners, the principles remain applicable to early childhood education when adapted to suit developmental needs. This suggests that implementing TBLT at KB Rumbel CIA may lead to similar improvements in fluency (Akbar et al. 2009).

Moreover, TBLT stimulates meaningful interaction among learners. When students work together to complete tasks, they negotiate meaning, share ideas, and respond to one another's expressions. These interactions create opportunities for authentic language use, which is essential for developing fluency. For young learners, such interactions also build social skills, cooperation, and confidence—all of which contribute to their overall language development.

Introducing TBLT in a kindergarten context also aligns with the goals of early childhood education, which emphasize learning through play, exploration, and hands-

on activities. TBLT incorporates these elements naturally, making it a suitable approach for enhancing speaking fluency in a developmentally appropriate way. At KB Rumbel CIA, where students respond positively to interactive and playful learning, TBLT is expected to foster a more communicative learning environment (Albino 2017).

Based on the issues identified and the potential advantages of TBLT, this study aims to examine the effectiveness of Task-Based Language Teaching in improving speaking fluency among students at KB Rumbel CIA. The findings of this study are expected to provide valuable insights for teachers, schools, and curriculum developers in selecting and implementing appropriate instructional strategies for early childhood English education.

THEORETICAL FRAMEWORK

. Task-Based Language Teaching (TBLT) is an approach grounded in the principles of Communicative Language Teaching (CLT), emphasizing meaning-focused interaction and real communication as the primary goal of language learning. Unlike traditional methods that prioritize grammar instruction and controlled practice, TBLT centers on the completion of meaningful tasks that require learners to use language spontaneously. A task is defined as an activity where learners must use the target language to achieve a specific outcome, such as solving a problem, sharing information, or performing a role-play. This focus on real communication allows learners to develop fluency by engaging in authentic language use rather than repetitive drills (Torky 2006).

Speaking fluency, as one of the key components of oral communication, refers to the ability to produce speech smoothly, quickly, and with minimal hesitation. Fluency involves not only the speed of speech but also coherence, confidence, and the ability to maintain interaction. In early childhood education, developing speaking fluency is crucial because it builds the foundation for future oral and literacy skills. Young learners need frequent opportunities to speak in meaningful contexts so they can internalize vocabulary, improve pronunciation, and develop confidence in expressing themselves. Therefore, speaking fluency develops most effectively when learners are involved in communicative and interactive activities such as those found in TBLT (Yahya 2019).

One of the fundamental theoretical bases of TBLT is the interaction hypothesis, which states that language acquisition occurs through meaningful interaction between learners. When children communicate to complete tasks, they negotiate meaning, ask for clarification, and respond to peers' language. These interactional processes enhance comprehensible input and output, both of which are essential for language development. TBLT creates natural conditions where these processes can happen, allowing learners to use the language for real purposes rather than simply repeating teacher-provided phrases. For kindergarten students, these authentic interactions help create a playful yet purposeful learning environment (Bakhtiyorovna 2025).

Another relevant theory is Krashen's input hypothesis, which asserts that learners acquire language when they are exposed to comprehensible input slightly above their current level. TBLT provides such input through teacher modeling, visual aids, story-based tasks, and peer communication. In the pre-task stage, teachers help introduce vocabulary and structures needed to complete the activity, ensuring that learners can participate successfully. At the same time, the task cycle encourages students to produce output freely, which contributes to fluency development (Nanda and Darwanis 2016). This balance of input and output makes TBLT a highly effective approach for young learners.

The socio-cultural theory of Vygotsky also supports the use of TBLT, emphasizing that learning occurs through social interaction within the learner's Zone of Proximal Development (ZPD). In TBLT, collaborative tasks such as pair work and group games allow learners to support each other through scaffolding. Teachers also play an essential role in guiding learners through modeling, questioning, and feedback. For kindergarten students, who learn best through guided social engagement, TBLT provides a natural setting for developing both linguistic and social skills. This collaborative learning process enables students to move gradually from supported performance to independent communication (Afifah and Devana 2020).

Previous studies have shown that TBLT is effective in improving speaking fluency across various age groups. Research demonstrates that learners who participate in task-based activities show increased speech rate, reduced hesitation, greater confidence, and improved interactional competence. Studies in early childhood contexts also reveal that TBLT enhances vocabulary development, pronunciation, and willingness to speak. These findings align with the assumption that meaningful, hands-on tasks support natural language acquisition. Based on these theoretical foundations and empirical evidence, TBLT is expected to be an effective approach for improving speaking fluency among young learners at KB Rumbel CIA (Hasnain and Halder 2023).

RESEARCH METHOD

. This study employed a Classroom Action Research (CAR) design aimed at improving students' speaking fluency through the implementation of Task-Based Language Teaching (TBLT). CAR was chosen because it allows systematic intervention and observation within the natural setting of the classroom, enabling the teacher and researcher to collaboratively identify problems, implement solutions, and reflect on their effectiveness. The research was conducted in two cycles, each consisting of planning, action, observation, and reflection. This structure allowed the researcher to monitor the development of students' speaking fluency across stages and make necessary adjustments to the instructional strategy (Sugiyono 2019).

The participants of this study were the students of KB Rumbel CIA, consisting of young learners aged 4–6 years. These learners were selected because preliminary observations indicated that many of them exhibited hesitation, limited vocabulary, and low confidence when speaking English. The teacher served as the implementer of the TBLT activities, while the researcher acted as an observer who recorded student participation, fluency development, and classroom interactions. The research was carried out during regular English class hours to ensure natural learning conditions and authentic student responses throughout the intervention (Ismaya 2019).

Data collection involved multiple techniques: observation, performance assessment, interviews, and documentation. Observations were conducted to capture student engagement, willingness to speak, and interaction during tasks. Speaking performance assessments were administered at the end of each cycle, focusing on fluency indicators such as speech rate, clarity, confidence, and reduced hesitation. Interviews with the teacher provided deeper insights into the perceived effectiveness of TBLT, while brief conversations with students captured their enjoyment and comfort during activities. Documentation included photos, videos, field notes, and samples of student task outcomes (Suryabrata 1998).

The collected data were analyzed using qualitative descriptive analysis. Observation notes and performance results were reduced, categorized, and interpreted to identify patterns of improvement. Speaking assessment scores were compared between the pre-cycle, first cycle, and second cycle to track progress. Triangulation of data sources – observations, interviews, assessments, and documentation – was used to ensure validity and reliability. Through this analysis process, the researcher was able to determine the extent to which TBLT contributed to improving speaking fluency among students at KB Rumbel CIA and identify the specific task components that supported their language development (Sidiq and Choiri 2019).

HASIL DAN PEMBAHASAN

A. Results

. The preliminary observation conducted before the implementation of Task-Based Language Teaching (TBLT) revealed that most students at KB Rumbel CIA had limited speaking fluency. During initial speaking activities, many students hesitated frequently, produced very short utterances, and relied heavily on non-verbal gestures. Their vocabulary was minimal, and they demonstrated low confidence when responding to the teacher's simple questions. These initial findings indicated that students required learning activities that encouraged spontaneous language use in a supportive environment, making TBLT a suitable approach to address their needs.

In the first cycle, the teacher introduced the pre-task stage by presenting familiar themes such as fruits, animals, and toys. Students were exposed to vocabulary through pictures, songs, and short demonstrations. During this stage, students showed increasing interest and engagement, especially when the teacher incorporated real objects and playful gestures. Although students still hesitated to speak independently,

they began to repeat words after the teacher and participate more actively in choral responses. This indicated early positive effects of TBLT in reducing anxiety and building comfort in speaking English.

During the task cycle of the first cycle, students were asked to complete simple communicative tasks such as identifying objects, matching items to pictures, and performing mini role-plays. While some students were still reluctant, others began producing short phrases like "This is a cat" or "I like apple." The collaborative nature of the tasks encouraged peer interaction, allowing students to learn from one another. However, hesitation and pauses remained frequent, showing that speaking fluency was still in the early stages of development. Teacher support was still crucial at this point.

The post-task stage allowed students to present their outcomes in front of the class. Although many students were shy and spoke softly, they still attempted to articulate their thoughts. The teacher provided positive reinforcement and gentle corrections, helping students feel valued and motivated. By the end of the first cycle, a slight improvement was observed in students' fluency, confidence, and willingness to speak. The results suggested that TBLT was beginning to create a more communicative atmosphere in the classroom.

The assessment conducted after Cycle 1 showed measurable improvements in students' speaking fluency. More students were able to produce short but complete phrases, and the frequency of silent pauses decreased noticeably. Students demonstrated more confidence when interacting with peers, although their speech rate remained slow. These findings indicated that the foundation for fluency development had been established, but students still required further exposure and practice to strengthen their oral communication skills.

During the reflection phase of Cycle 1, the teacher noted that tasks needed to be more engaging and physically interactive to sustain student participation. The researcher suggested adding more movement-based activities and games that required verbal exchanges. Based on this reflection, Cycle 2 was designed to include tasks such as "Find Someone Who," "Shopping Role Play," and "Show and Tell," all of which required students to speak naturally and repeatedly in meaningful contexts. These adjustments aimed to intensify speaking practice and promote smoother speech production.

At the beginning of Cycle 2, the teacher implemented more dynamic pre-task activities such as storytelling with puppets and interactive questioning. These activities successfully captured students' attention and provided them with richer input. Students appeared more excited and participated spontaneously, answering questions with less hesitation. The pre-task phase became an effective platform to activate prior knowledge and prepare students emotionally and linguistically for upcoming tasks.

During the task cycle of Cycle 2, students began producing longer utterances and experimented more freely with new vocabulary. In activities like role-playing a mini market, students negotiated meaning, asked questions such as “How much?” and responded with phrases like “I want this.” Their speech became smoother, and pauses became shorter. The pair and group interactions facilitated natural communication, demonstrating that TBLT effectively nurtured fluency development through meaningful engagement.

Peer collaboration played a significant role in Cycle 2. Students encouraged one another, repeated phrases together, and provided simple verbal cues when peers struggled. This cooperative environment enhanced student confidence and lowered anxiety levels, enabling them to speak more fluidly. Communication during tasks became more spontaneous, and students were less dependent on teacher prompts. This change signaled a major breakthrough in the development of speaking fluency.

By the end of Cycle 2, the post-task presentations showed noticeable improvements. Students spoke louder, used clearer pronunciation, and constructed more coherent sentences. They also demonstrated increased enthusiasm when sharing their ideas in front of the class. The teacher observed that even the previously shy students participated more actively and attempted to speak without being prompted. These improvements reflected significant growth in both linguistic ability and confidence.

The final assessment comparing pre-cycle, Cycle 1, and Cycle 2 results revealed substantial progress. Students showed improvements in speech rate, clarity, vocabulary use, and overall communication ability. The number of students categorized as fluent speakers increased, while hesitation decreased considerably. These gains proved that TBLT had a strong positive impact on students’ speaking fluency.

Overall, the findings demonstrate that Task-Based Language Teaching is highly effective in improving speaking fluency among young learners at KB Rumbel CIA. Through meaningful tasks, supportive interaction, and engaging activities, students developed greater confidence, smoother speech, and more natural communication patterns. The results confirm that TBLT is an appropriate and powerful approach for enhancing early childhood speaking skills.

B. Discussion

. The results of this study demonstrate that the implementation of Task-Based Language Teaching (TBLT) significantly improved speaking fluency among young learners at KB Rumbel CIA. These findings align with the core principles of TBLT, which emphasize the use of meaningful tasks to encourage spontaneous language production. As observed in both cycles, students developed greater confidence, produced longer utterances, and reduced hesitation during speaking tasks. This indicates that fluency can be enhanced effectively when learners are given opportunities to practice language

in purposeful and engaging contexts rather than through rote memorization or repetitive drills. Thus, TBLT proves to be a developmentally appropriate and pedagogically sound approach for early childhood language learning.

Another important finding is that young learners respond very positively to interactive and play-based tasks, which are central components of TBLT. Activities such as role plays, games, and peer interactions stimulate students' interest and enjoyment while promoting natural communication. These activities lowered students' affective barriers, making them more willing to speak and experiment with new vocabulary. This outcome is consistent with Vygotsky's socio-cultural theory, which highlights the importance of social interaction and scaffolding in language development. With TBLT, students learned not only from the teacher but also from their peers, making the classroom a dynamic and collaborative learning environment.

The improvement in speaking fluency observed in this study also supports the interaction hypothesis, which suggests that language acquisition occurs through meaningful negotiation of meaning. During task cycles—particularly in Cycle 2—students frequently engaged in exchanging information, asking questions, and responding to their peers. These interactions encouraged them to adjust their speech, clarify misunderstandings, and express ideas more clearly. Such communicative exchanges provided rich opportunities for comprehensible input and output, both of which are essential for developing fluency. Therefore, TBLT effectively created a communicative space that promoted natural language development.

In addition to linguistic gains, the study revealed significant improvement in students' confidence and willingness to speak, which are crucial aspects of fluency. Early childhood learners often experience anxiety or shyness when speaking a foreign language. However, the supportive and playful nature of TBLT tasks helped reduce these emotional barriers. Positive reinforcement from the teacher and the collaborative environment fostered a sense of security, allowing students to speak more freely. Confidence building is an important precursor to fluency, and TBLT successfully nurtured this aspect among the students at KB Rumbel CIA.

The findings further indicate that the structured stages of TBLT—pre-task, task cycle, and language focus—play an integral role in supporting fluency development. The pre-task stage prepared students with the necessary vocabulary and context, while the task cycle encouraged authentic communication. The post-task or language focus stage allowed the teacher to refine students' accuracy without interrupting the fluency-building process. This sequence ensured that students developed fluency first, followed by gradual improvement in accuracy. Such a balance is essential in early language development, where fluency should precede grammatical precision.

Overall, the effectiveness of TBLT in improving speaking fluency among kindergarten students at KB Rumbel CIA highlights its suitability for early childhood English instruction. The approach not only enhanced linguistic performance but also fostered social skills, confidence, and enjoyment of learning. The findings support the recommendation that TBLT be integrated more widely into early childhood language curricula. By providing meaningful, interactive, and engaging learning experiences,

TBLT offers a strong foundation for developing communicative competence from an early age.

CONCLUSION

. The findings of this study indicate that Task-Based Language Teaching (TBLT) is highly effective in improving speaking fluency among students at KB Rumbel CIA. Through meaningful, engaging, and age-appropriate tasks, students demonstrated significant progress in producing smoother, clearer, and more confident speech. The structured stages of TBLT enabled students to gradually build their fluency by first receiving comprehensible input, then actively using language during the task cycle, and finally refining their language in the post-task stage. These stages ensured that students received adequate support while also being encouraged to use language spontaneously.

The study also revealed that TBLT plays a crucial role in lowering students' affective barriers, such as anxiety and shyness, which often hinder speaking performance in early learners. By incorporating playful, interactive, and collaborative activities, the approach created a positive classroom environment where students felt comfortable speaking without fear of making mistakes. Increased motivation, enthusiasm, and willingness to participate were observed consistently throughout the cycles, showing that emotional comfort strongly contributes to language fluency. Peer interaction and scaffolded support from the teacher further facilitated confidence building and meaningful communication.

Overall, the implementation of TBLT contributed not only to the enhancement of speaking fluency but also to the development of social interaction skills and greater engagement in learning. Based on these results, it is recommended that TBLT be incorporated into early childhood English instruction as a primary teaching strategy. The approach supports natural language acquisition and aligns well with the developmental characteristics of young learners. Future research may explore the application of TBLT across different age groups or investigate its impact on other language skills to expand the understanding of its pedagogical benefits.

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