

An Inspired-TBLT Framework to Enhance Students' Speaking Performances in EFL Context

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Abstract

As one of the pedagogical approaches, TBLT has been employed by both researchers and practitioners to develop students' language skills in the last decades. Besides solid grounding theory that possessed, it demands the students to participate actively as well during the class. Its' flexibility gives the teacher more freedom to integrate it into their teaching. However, only a few studies have been conducted in terms of integration or modification. The current study aimed at developing a framework inspired by TBLT to enhance students' speaking performances. It examines the effect of TBLT modification in the context of EFL in Indonesia, particularly speaking. It is a mixed method study where students (n-91) from two universities in Kuningan, West Java, Indonesia participated. Two instruments were used for data collection, tests, and a questionnaire. The result shows that the framework inspired-TBLT could enhance students' speaking performances. It can be seen from the result of speaking proficiency where the average of the post-test (9,67) was higher than pre-test (8.19). In addition, statistically, the value Sig. two-tailed was 0.042 or < 0.05. It means that this framework influences students' speaking performance almost in all components that were tested (vocabulary, grammar, fluency, and pronunciation). Furthermore, in terms of students' perception, this framework has received positive responses from the students since this framework engaged and demanded the students to get involved during class activities.

Keywords: *speaking; inspired-TBLT; framework; modification*

Introduction

Many would accept that speaking is an important skill that needs to be mastered by language learners. As the pillar of human communication (Mede et al., 2019), speaking is considered the main priority, and even it is valued as successful in learning a new language (Richards & Rodgers, 2014). However, developing speaking is not easy (Burns, 2019), it is a Herculean task (Amoah & Yeboah, 2021) since it involves not only linguistics aspect but other aspects as well such as psychology and environment (Darsih, Suherdi & Safrina, 2019). Indeed, it is the challenge that must be faced by speaking teachers to encourage their students to speak English.

Over the last decades, research on how to teach and improve students' speaking performance in second and foreign language context have been conducted and resulted in several practical advices. One of the approaches that is developed to improve students' speaking skills is task-based instruction or task-based language teaching (Skehan, 2016; Long, 2016). Since it was first pioneered by Prabhu in India (1987), it has been the popular approach that is often employed in teaching speaking due to its flexibility in promoting communicative and meaningful practices (Long, 2016; Ellis, 2017; Li et al., 2016; Skehan, 2016) and encouraged by solid theoretical grounding (Branden, 2016; Bryfonski & McKay, 2019).

As one of CLT manifestations, TBLT challenges the likes of the grammar-translation method and other traditional methods which focus on language form where these have been criticized for making language learning less authentic and grammar-oriented (Iveson, 2019). On the other side, in task-based language teaching, where the teacher utilizes tasks to provide authenticity as the unit in the language classroom (Long, 2016), the students are required to be active in completing their work and encouraged to use the target language (Nunan, 2004) during the completion. Through a task-based, the students can develop their communicative proficiency which is difficult for language learners (Muslim, 2017) since its' main purpose is interaction with others (Ellis, 2017). However, some scholars have questioned its' implementation related to language development (Butler, 2011; Shehadeh & Coombe, 2012) particularly its' compatibility between sociocultural realities and education cultures as implied by Carless (2007) in Kim (2019).

In both ESL and EFL, TBLT has proven its effectiveness in improving students' speaking performances (Douglas & Kim, 2015; Kim et al., 2017; Kim, 2019). In a more specific component of speaking, several studies have shown that its' impact is significant such as in improving fluency (Hashemifardnia et al., 2019), accuracy, vocabulary (Chou, 2020) and also grammar (NazamianDost, Bohloulzadeh & Pazhakh, 2017). Beyond that, TBLT has also worked well in increasing students' motivation (Ulla, 2020), boosting students' confidence in speaking as well as developing students' critical thinking (Yaprak & Kaya, 2020). However, in the EFL context, some scholars as quoted by Li et al., (2016) have indicated that TBLT cannot be implemented comprehensively, moreover to students who have lower English proficiency. It is in line with Jones (2020) whose calling for more flexible adaptation in implementing TBLT is specific context.

Characteristically, as claimed by Ellis (2016) and Long (2016), TBLT is a flexible approach. It means that the implementation of TBLT can be based on the student's needs and proficiency levels. Additionally, TBLT is also adaptable (Nunan, 2004) where its' procedures can be modified and integrated with traditional teaching methods and approaches. Given its flexibility, only a few studies have reported modified or integrated TBLT with other traditional methods. Kim, Jung, and Tracy-Ventura (2017) for example applied what is called by them as *localized* TBLT in teaching Korean EFL students. Instead of using task-supported language teaching (TSLT) which is assumed as a weak version of TBLT (Ellis, 2013), they tried to integrate TBLT and presentation-practice-production (PPP) and called it a new hybrid model. In several parts of this study, Kim et al (2017) emphasized grammar and vocabulary in a short period before giving the students tasks. They believed that by providing grammar and vocabulary, the students will be more confident in completing the tasks. Llorente Bravo et al. (2022) work is no different. During their 10 weeks of meeting, they have also modified TBLT by emphasizing the linguistics input to the students. More specifically, they give the model to the students through videos, thus the students can analyze and identify what and how to say something related to the task given. Giving task input is something that can be ignored especially for those who have limited linguistics ability. By providing inputs before students do their tasks, they will do better in constructing and completing their tasks.

When we talk about students' speaking development, there are a lot of things to be considered by speaking teachers (Burns, 2019). One important thing is the

opportunity to speak in the target language. In TBLT, time is crucial (Ellis, 2017). Lack of time allotted in the classroom, particularly in speaking class has always been an issue in its implementation. In Indonesia for example, the speaking class is allocated 2 to 3 hours a week which is not ideal to improve their speaking skill. Furthermore, the opportunity to explore their speaking outside the class is rare (Muslim et al., 2020). Therefore, as a flexible approach, TBLT should be maximized to allow the students to speak the target language beyond class time. Indeed, this issue has not been discussed in previous studies.

With this gap in mind, the current study aimed at developing a framework inspired by TBLT to accommodate students' needs not only for inputs but the opportunity to speak in the target language as well. These will be essential since the only way to develop speaking skills is by speaking. In addition, adapting TBLT into a traditional course in a particular context can bridge the students before applying the strong version of TBLT. Thus, this study would like to identify to what extent does TBLT modification improve students' speaking performance. In addition, this study would see how do the students perceive the proposed framework that was implemented during speaking class.

Research Methodology

Research Design

The current study is a mixed-method study. Quantitatively, a quasi-experiment with a non-equivalent (pre-test and post-test) control group design was used. For the experimental class (n-46), the teaching method used was a framework inspired-TBLT. Meanwhile, for the control group (n-45), regular teaching instruction was applied which include exercise, roleplay, and discussion. Three themes were delivered such as introduction (self and others), at the restaurant, hotel reservation, and hobbies.

Participants

This study was conducted for a semester-long started from September 2022 to February 2023. The participants of the study were students from two private universities in Kuningan, West Java, Indonesia who take Basic Speaking Courses. The participants were 60 female and 31 male students. All of them was the freshmen since Basic Speaking subject was available in the first semester in both universities. Based on early observation, majority of the students have a different level of proficiency in English. When data collection was held, they had experienced learning English in school for at least 9 years starting from primary school when they

were in grade four to Secondary Senior high school. Only 15 of them had English courses outside the school as they joined some private English courses that were available at that time. However, all of the participants admitted that the opportunity to speak English outside the classroom was very rare.

Course Design

The framework developed in the current study is different from the previous model developed by Kim (2019), Kim et al. (2017) and Llorente Bravo et al. (2022). The first distinction is on pre-task activity. In this study, it will be served before the speaking class begins by giving the students the topic of the speaking, the vocabulary they need to be familiar with, and an example of how to deliver the topic through several videos or texts. By doing so, the students will have better prepared and ready to face class time. This step is inspired by the work of Llorente Bravo et al. (2022) who admitted that modeling or giving input is crucial in a foreign language context. Therefore, by adapting it to the current framework, the researcher expected the students to be familiar first. However, the portion of these activities in pre-task reduced meeting by meeting.

The second is on grammar. As stated by Kim (2019), grammar is not neglected radically in TBLT. The students still need this to create more accuracy while they are speaking. In this model, grammar correction will be given in the post-task activity right after the students perform their main speaking task. It will give the student more space without thinking too much about grammatical things when they speak. However, not all grammar or structures will be discussed, only grammatical errors that emerge during the main speaking will be a concern in the post-task activity. Therefore, they can avoid the same errors in the future.

The third is the extension. Since the class time is often limited, the model of the current study will provide more activity after the class. By having the extension, the students will have more exposure to English outside the class and extend their understanding as well towards the topic given by recording themselves on the video. To make it clear, the steps in teaching speaking can be seen in figure 1.

Figure 1. a framework inspired-TBLT



Pre-task

In the pre-task, the researcher did several activities to assure the learners have better preparation before they go into the next phase or main speaking class. The first activity was deciding a topic that the students need to deliver and complete. A selected topic was the one that relates to the learners in terms of their experiences and their proficiencies. This is important for the starter to give a familiar topic to the students. Besides the possibility of the learner talking longer about the topic, it could be used to motivate them towards speaking which is often assumed as a difficult skill to be developed.

The second sub-activity was to identify the unknown vocabulary needed in constructing the students' speaking, structure, and pronouncement through text or videos. As we all know that these are essential features of speaking. A lack of vocabulary would influence the learners' ability in speaking. The student who speaks in a short time, most of them are lacked the vocabulary and do not know what to say. It is no different with grammar or structures. It is also a point worth considering to develop the learners' speaking skills. Text or video that is relevant will be distributed since it is believed to give the learners more information about the topic.

Third is giving the students time to comprehend the topic. After the learners are facilitated with the vocabulary, grammar, and pronunciation through text or videos, it is the step where they need to comprehend deeper about the topic more. In the beginning, the time allocated was based on their time instead of time pressure on the teacher's call. In this step, the researcher endorsed a "pre-class activity" through flipped learning, so that the student could comprehend the topic based on their time, style of learning, and paces that they have.

The last is noting topic difficulty. Figuring out the difficulty of the student towards the topic given before the main class is beneficial, particularly in students' learning engagement/interaction. When the students' difficulty is minimum, the role that they will take in the "during-task" phase will be various. The teacher could also use this as a pre-task evident by asking the students whether they have difficulties or not. This

pre-speaking step is conducted at least one day before the real class takes place. Although, the longer time that is provided, the better prepared the students will have.

During task

During task activity which is the main activity of the speaking class, the students were work individually and in pairs (depending on the topic). However, in the first two meetings, it was more collaborative learning rather than individual. A cooperative setting seems to be effective to release students' nerves (Ngadiso, 2015). After the students are grouped or paired, they are asked to complete the task given and deliver and explore how they complete the task in front of their friends. From this, the interaction of the students will be seen as the crucial point in improving their speaking ability.

Post task

In this phase, the outcomes of the task are assessed through various activities. In this study, the activity was in the form of public speaking or class performance where the students are asked to perform the tasks in front of the class. It gave the learner another opportunity to use and interact with the target language. While the students are performing, the teacher takes a note and lists the incorrect words, grammar, pronouncement, and even the context and gives them the correction and feedback on the students' work. The feedback is given in the last session since it will be useful for the students as they will be doing another task in another session.

Extension

Not only is the feedback post-speaking, but this design also provides an extension to extend their understanding by repeating the task. When they repeat a task, their production improves in several ways such as complexity, and clearer expression, and they become more fluent. In this study, students are repeating a similar task. However, since the time allotted for speaking is often limited, this step was conducted outside the class through video recording where the students record themselves in the video and share it to the class WhatsApp group and lecturers' E-mail. This activity was beneficial since it exposed students more to the target language. The video that was shared will also be reviewed to add and evaluate more feedback.

The research instrument that was employed in this study was a speaking performance test in both pre and post-test. Browns' (2010) scoring rubric which covers vocabulary, grammar, fluency, and pronunciation were used to measure students' speaking performance during the test. Besides the test, the researcher conducted an open-ended survey only to the experimental group after the post-test towards the method of teaching. It covers interest in using TBLT modification, the strength and weaknesses of modification and their opinion about modification, and whether it is more effective than the conventional approach or not in improving their speaking performance. Each statement of the survey included five options (1) Strongly Agree, (2) agree, (3) no comment, (4) Disagree and (5) strongly disagree. Since it was open-ended, students were allowed to write up the reason why with their choices. Field notes were also used by the researcher to complement the findings.

In analyzing the data, the researcher used SPSS version 21.0 where descriptive statistics, pair-sample test, and independent sample test were organized to figure out the significance of speaking performance. While for the open-ended survey result, the data were analyzed both quantitative and qualitatively.

Before the framework proposed was implemented, all of the students from both classes (experiment and control) were given the pre-test individually, thus the researcher was able to identify closely the students' speaking proficiency. The test itself was administered in the first meeting out of 14 in both universities and was recorded to be examined based on the browns' scoring rubric (2010). In addition, the researcher explored students' difficulties in speaking as need analysis was an important component of this research during teaching class in the second and third meetings. After the information from the pre-test and needs analysis was gathered, the proposed framework was applied from meeting 4 to 12. To wrap up the study, the post-test, and open-ended survey were conducted in meeting 13 and 14 consecutively.

Findings and Discussion

Findings

Students' speaking performance scores in this study were analyzed based on the results of pre and post-test. The results show four indicators of the speaking rubric as well where we can see the improvement in each indicator. In addition, to assure the differences in improvement between the two groups, the independent sample t-test was organized.

Table 1. Speaking test result

	n	%	Mean	SD		n	%	Mean	SD
Experimental Group					Control Group				
Pre-test of Speaking	46		8.19	3.05	Pre-test of Speaking	45		8.04	2.91
Vocabulary		47,56			Vocabulary		43,11		
Grammar		38,67			Grammar		36,00		
Fluency		40,44			Fluency		33,33		
Pronunciation		40,89			Pronunciation		34,22		
Post-test of Speaking	46		9.67	3.29	Post-test of Speaking	45		8.35	2.78
Vocabulary		57,33			Vocabulary		47,11		
Grammar		47,11			Grammar		47,11		
Fluency		46,7			Fluency		36		
Pronunciation		46,667			Pronunciation		35,556		

Table 2. Independent Samples Test (Pre-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Speaking	Equal variances assumed	136	.713	.241	89	.810	.15121	.62671	-1.09405	1.39646
	Equal variances not assumed			.241	88.93	.810	.15121	.62671	-1.09339	1.39581

Table 3. Independent Samples Test (Post-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Speaking	Equal variances assumed	1.424	.236	2.061	89	.042	1.31836	.63968	.04732	2.58940
	Equal variances not assumed			2.065	87.153	.042	1.31836	.63849	.04931	2.58740

Table 1 above shows that there was no significant difference between the result of the pre-test that was proved by the sig. (2-tailed) where P is higher than 0.05

(>0.05). It means that the level of students' speaking performances was not different significantly. The mean from the two groups was also similar, where both had 8.19 and 8.04 before treatment was implemented. In terms of vocabulary and grammar, the students from both groups were identical where the percentage shows 47.56% to 43.11% and 38.67% to 36.00. However, in terms of fluency and pronunciation, there was a significant gap between the two groups. In the experimental group, since some students had experiences in taking additional learning outside school time (English private course), their fluency was better by 40.44 to 33.33. Meanwhile, based on the interview during the pre-test, most of the students from the control group were unfortunate to experience additional courses in English. They learned English only at school time. Moreover, in pronunciation, the students from the experimental group had a higher percentage of 40.89 to 34.22. Watching the movie, listening to western music, and singing contributed to the development of their pronunciation.

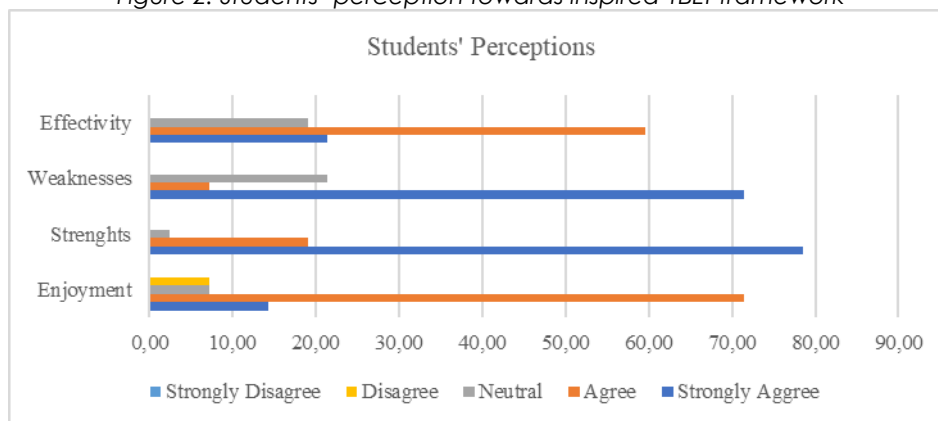
In addition, the post-test that was conducted at the end of the study shows the difference between the experiment and control group significantly. It can be seen from the Sig. (two-tailed) that resulted in 0.042. It means P is lower than 0.05 ($P < 0.05$). It shows that the difference was significant. Students' speaking performance in the post-test also shows the difference in mean which is 9.67 to 8.35. In terms of speaking components, unsurprisingly, both classes were able to improve student's vocabulary and grammar. However, the value of vocabulary that resulted in the experimental group which used TBLT modification was higher. It raised around 10% from the pre-test result or from 47.56% to 57.33%. Meanwhile, the control group was also raised but not significantly from 43.11% to 47.11% or around 4%. On the grammar side, the control group had a higher percentage compared to the experiment group. The value that gained was more than 11% from 36.00 to 47.11% in the post-test while in the experiment group was raised from 38.47% in the pre-test to 47.11% in the post-test.

Moreover, in terms of fluency and pronunciation, since the experimental group accommodate task input and modeling, the value of it raised by 6% from around 40% to 46% in both components. It means that linguistic inputs and modeling that were given before the task was implemented have a significant impact. On another side, both components in the control group did not significantly rise, since the opportunity to speak and the lack of modeling was limited. Based on these

results, TBLT modification was successful in improving both students' fluency and pronunciation.

In addition, to find more comprehensive information, the researcher conducted an open-ended questionnaire to the experimental group after the post-test towards the method of teaching. Four open-ended questions were distributed through Google Forms. However, of 46 students who joined the post-test, only 42 students took a part and fill in the survey. Figure 2 shows the result of the survey.

Figure 2. Students' perception towards inspired-TBLT framework



In terms of enjoyment, 71.43% of the students agreed that this modification offered joy during the class. The majority mentioned that they feel free to express themselves without being judged and booed by peers even when they were making mistakes. For instance, a student stated:

"At the beginning of the class, I was afraid because my speaking skill was not good, but I was wrong. This class was so much fun since the topics were related to real life and I can speak freely without being afraid of making mistakes."

In addition, there were 14.29% of students admitted that they enjoy the speaking class by using modification because this modification is challenging. Furthermore, they stated that they have better preparation since the topic was distributed before the class. It can be inferred from a student's statement:

"Preparing tasks is always challenging. Luckily, the lecture informs the topic before the class was begun so I can prepare myself and get familiar with the topic. This class demanded interactivity as well so I enjoy improving my speaking skill in this class"

Related to the strengths of this modification, 78.57% of the students were assured that this modification has its strengths to develop their speaking skills. A better opportunity to speak both in and outside class through "task extension" is

agreed upon by a majority of the students. In addition, modeling in the early stage of the class has impacted the students positively. The students at least gain inspiration on what and how to complete the task given. A student said:

"Task extension is interesting. It gives me more opportunities to speak even in the recorded version. For me who does not like to speak much in front of the camera, I think it is awesome."

Another student added about the strengths:

"What is the best from this modification is when the lecturer gives me video and linguistics input before the class. So, I have ideas about what to say in the class."

On the other side, this modification has received criticism as well. Some students stated that they struggled to finish the task extension since they have other assignments to do from others subjects. Moreover, the lack of correction particularly in grammar should be the concern thus they do not repeat the same mistake in the following topics.

"I don't think "task extension" should be given every week. I feel struggle to finish speaking tasks because other lecturers in other subjects give us assignments as well. Full of assignments makes me frustrated."

"This modification should pay more attention to grammar correction which is discussed rarely during the speaking class."

The last but not least, in terms of effectivity, 9% of the students admitted that this modification was very effective to improve their speaking skills. While 59.52% of them agreed that this was more effective because of discussing the real-world task that they are facing in daily life. 19.05 of the students were not sure that this modification was more effective than other methods.

Discussion

Based on the result above, we can see that a framework inspired-TBLT can improve students' speaking performance. It is evidence that TBLT is a flexible approach (Long, 2015) rather than not. This finding supports the likes of Llorente Bravo et al., (2022), Kim et al., (2017), Kim (2019), and also Rasuki (2020) who have integrated and modified TBLT in the last few years in their studies. In the EFL context where the majority of the students do not use English as means of communication in their daily life, this type of framework or localized as claimed by Kim et al. (2017) can be the first step before implementing a real or strong version of TBLT (Chou, 2020)

since students with low-level proficiency of English will be struggled to participate actively in the speaking class. Therefore, this study believes that the modification is worth to try in bridging and familiarize the students with tasks in particular.

In this framework, the foundation lies on pre-task where task input in form of modeling and notifying some difficult words towards the topic given are contributed. It is in the same line with Chou (2020) who defined that understanding learning material specifically is an essential thing before speaking. The information gained can be used by the students to construct and complete tasks. In other words, when the students understand a topic well, they have a longer and bigger opportunity they will speak. However, along with their speaking development, this pattern would not be the only way since reading and listening are beneficial as well that contribute to students speaking development.

In addition, the pre-task of this framework has contributed to the raise of students' vocabularies. In the early stage before implementing this framework, the researcher assured the students whether they have difficulty with their vocabularies or not. The lack of vocabulary is always a problem in speaking, therefore to prepare the students in producing good speaking, this study provides "notifying difficult words" as a vocabulary strategy to help the students understand the topic better. Based on table 1. the percentage of vocabulary in pre and post-test are different significantly by 10% which is in line with (Chou, 2020) where she did task-induced vocabulary in her TBLT intervention which had a positive effect on productive skills. In contrast, in terms of grammar, this framework has shown that the percentage of students' grammar is lower than the control group by 11% to 10% compared to pre and post-test. During the implementation, students did not study grammar specifically. The lecturer only explains in general since it is not emphasized in this framework as Long (2016) has urged that TBLT are not designed to teach particular grammar structures. Instead of giving particular grammar, the students' accuracy on it is corrected in the post-task as feedback for the students.

Researches on TBLT are deeply related to fluency improvement. Yahya (2019) witnessed that by using TBLT, the fluency of the students can be improved. It is no different from the current study where students' fluency was raised by 6% from 40% in the pre-test. The factor that TBLT can improve fluency lies in the speaking opportunity given. The wider the opportunity, the more fluent they will speak. Improving students' fluency is one of the purposes of this framework. It is based on a needs analysis

conducted where the majority of the students lack the opportunity to explore their speaking. Therefore, this framework offered "task extension" which is quite similar to "task repetition" that Ellis (2017) has explained. In "task-extension" the students are given to re-version the task that has been performed in the class through video recording. After the students finished recording, they send it to Learning Management System and get reviewed by the lecturer. By doing so, the task extension gives a significant impact even though they only speak alone in the video in addition, since their hobbies are mostly watching western movies and listening to western songs, these positive activities assist them as well in improving their pronunciation.

In regards to an open-ended questionnaire that was spread, students' responses towards the proposed frameworks indicated that the students were open to innovation. The majority of them admitted that several steps in the framework helped improve their speaking students. Task inputs and task extension are two points that received more acknowledgment. Task input in this framework is in form of a vocabulary guide. Llorente Bravo et al., (2022) highlighted that to support students in accurate production of speaking, the teacher is allowed to give the keywords related to the topic. However, they further explain that teachers should never ask the students to memorize those words but rather ask when it is necessary. Providing these two aspects is beneficial, particularly for EFL students. In addition to task inputs, task extension in this framework plays a significant role. They re-developed the tasks they have performed in the class. Repeating the task (Ellis, 2019) in a different form (online or video), will help the students to extend what they have in the classroom (Llorente Bravo et al., 2022)

From this study, several pedagogical implications can be described. First, the result of this study adds to the evidence that TBLT modification is fitted to the EFL context, especially in Asia. This type of modification will be a good transition before implementing the strong version of TBLT. It supports the finding of Kim et al., (2017) who stated that TBLT modification can be successfully implemented when it is based on a needs analysis. Second, since this framework includes task input and task extension, it can be an alternative to teaching the student to speak. By doing so, not only students' preparation to produce accurate speaking will be helped, but the students' opportunity to expose their speaking will be broader. However, besides pedagogical implications, the current study has also some limitations. In terms of task

extension, instead of students doing it every week after class, it is better to ask them in topical form, therefore the exploration of the task will be various. In addition, some of the tasks that were given, might not suit all the students since the topic selection was decided based on majority interest. It means that some students had their preferences on other topics. Furthermore, the length of the study was conducted in one semester, thus, it is going to be more challenging for future studies to get the maximum time frame to justify whether or not the inspired-TBLT influences students' speaking performances.

Conclusion and Suggestion

The current study describes the effect of a TBLT-modification course that was implemented to enhance the speaking performance of EFL learners in two universities in Kuningan, West Java, Indonesia. As the result, the students' speaking performance increased significantly as the average score gained in the post-test is 9.67 higher than 8.19 in the pre-test. Meanwhile, the control group in which the conventional approach was implemented have slightly increase by 8.04 in the pre-test to 8.35 in the post-test. In terms of the speaking component, vocabulary was the higher component that increased significantly. It might be triggered by the task input where modeling, linguistics input, and difficult vocabulary noting were part of the pre-task before the during-task was implemented in the classroom. Meanwhile, in the other component such as grammar, the percentage gained in the experimental group is lower than control. Since grammar is not specifically taught, many students seemed to ignore grammatical aspects during task completion. Grammar correction and also feedback were part of the post-task to prevent students from making the same mistake in future tasks. In terms of students' perceptions, this framework received positive responses from students. Most of them admitted that this framework is challenging and demands active participation. However, this study has several limitations that should be concerned by the future studies. First, this study was conducted in the first-year students who had various speaking performances. This framework would be more effective when the students were in the same level of speaking proficiency. Secondly, this study did not include students' engagement during the class, thus it will be interesting to see in the future research about students' engagement on task implementation.

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