

The Implementation of TBLT in Teaching Speaking for Students' In Vocational High School

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ABSTRACT

Proficiency in English, especially in speaking, is crucial for vocational high school students aim to compete in the global workforce. However, many students encounter challenges in effective communication. Task-Based Language Teaching (TBLT), which focuses on communication skill through meaningful tasks, offers encouraging solution. This research aims to describe how TBLT is implemented in teaching speaking for vocational high school students and to know the students' speaking performance after using this method. This research is a basic interpretative qualitative design, the research was conducted with eleventh-grade students of DPIB 1 and an English teacher at one of vocational high school in Surabaya. The data in this research are observation sheet and performance assessments using a rubric. the data are analyzed descriptively to answer the research questions. The results of the observation showed that the implementation of this approach was in line with three stages of TBLT in teaching speaking. The teacher successfully designed tasks relevant to the students need and showed increased the students speaking skill. Analysis of the students speaking performance indicated notable helps in pronunciation and vocabulary. While fluency and grammar also showed progress, they require further development. Overall, the implementation of TBLT helped the students in speaking English. It could be shown in the result of students' performances. This research underscores TBLT's potential to enhance speaking proficiency in vocational contexts through relevant and authentic tasks.

Keywords: Task-Based Language Teaching (TBLT), Vocational High School, Implementation, Speaking Performance

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INTRODUCTION

In today's era of globalization, English language skills are very important, especially for vocational high school students. English communication skills are not only important for everyday communication, but also a key asset for facing an increasingly competitive and internationally connected job market. Therefore, English speaking skills have become one way to enter the world of work and compete internationally, as stated by (Patricia, 2019). However, according to Ikethongkum (2005) and Promshoit (2010), many vocational high school students still experience difficulties in speaking English due to several obstacles they face, such as limited vocabulary, grammar, and lack of confidence when speaking English. This poses a challenge for teachers to help students in mastering their speaking skills with appropriate and meaningful learning methods.

One approach that supports this change is Task-Based Language Teaching (TBLT), which aims to increase students' speaking skills through more varied and meaningful classroom activities that encourage active participation Sianturi, R.L., & Sipayung (2023). Task-Based Language Teaching (TBLT) is a communicative learning model that emphasizes the practical use of English through meaningful tasks (Lin, 2009). This model consists of three main stages: pre-task, task cycle, and language focus. In 'TBLT', students are encouraged to actively use English according to their academic needs, both inside and outside the classroom. The use of tasks relevant to students' daily

lives and fields of expertise can increase motivation, cooperation, and interaction in speaking. Furthermore, this strategy provides students with additional opportunities to practice and build confidence in speaking English (Ellis, 2003; Skehan, 1996; Willis, D., & Willis, 2007; Willis, 1996).

Previous research consistently demonstrates that Task-Based Language Teaching (TBLT) enhances English speaking skills by improving fluency, boosting confidence, and reducing anxiety, as evidenced by studies from Sabaruddin and Melati (2022), Baihaqi (2016), Mauria (2013), and Panduwangi (2021). Despite these positive findings, challenges persist, including a scarcity of TBLT-aligned textbooks and curricula. Furthermore, existing studies, predominantly quantitative, highlight a lack of qualitative data regarding TBLT's practical implementation, particularly within vocational contexts. Therefore, this qualitative research aims to investigate the implementation of TBLT in teaching speaking to eleventh-grade DPIB students at a vocational school in Surabaya, focusing on the use of procedure texts aligned with their curriculum and major. This study, prompted by observed speaking difficulties despite the school's existing TBLT framework for writing, will utilize observation sheets to describe students' English speaking performances through meaningful tasks relevant to their vocational field. Based on the problem the researcher formulated two research questions There are 1. How is TBLT implemented in teaching speaking for students in Vocational High School ; 2) How are the students' speaking performance toward the implementation of TBLT in Vocational High School?.

METHODS

This study employed a qualitative research design, specifically a basic interpretive approach, to explore the implementation of TBLT in teaching speaking and assess student speaking performance. The study participants included an English teacher and eleventh-grade DPIB 1 students from a vocational high school in Surabaya, selected due to the school's existing TBLT implementation and the identified speaking challenges within this particular, highly active class. The study organization involved two classroom observation meetings where the researcher meticulously collected verbal and non-verbal data using a validated observation sheet, focusing on both teacher-led TBLT procedures and student engagement. For data analysis, a qualitative approach, as outlined by Ary et al. (2001), was utilized, involving organizing, summarizing, and interpreting the collected data. The analysis categorized teacher implementation based on TBLT stages and assessed student speaking performance using a rubric score focusing on pronunciation, fluency, grammar, and vocabulary, categorizing competence into poor, fair, good, and excellent levels. Triangulation, through combining observation and rubric assessment, was employed to ensure data validity and credibility.

RESULTS

This research aims to describe the implementation of TBLT in teaching speaking to students in vocational high school through tasks given by the teacher and to describe the students' speaking performance of the implementation of TBLT.

1. The Implementation of TBLT in Teaching Speaking for Students in Vocational High School

Based on the observation data, it was shown that the students were active in asking questions, sharing their opinion, and discussing with each other in their groups. The result also showed that the teacher used three stages of implementing TBLT in teaching speaking aligned with Willis's Theory (1996), there are pre-task, whilst-task, and post-task in the first and second observation.

- **Pre-task:**

The implementation of Task based language teaching that is pre-task contains introduction to topic and Task. It started in the first meeting, the teacher taught about Procedure Text, and the teacher used English and Indonesian in the teaching learning process. At the beginning, the teacher welcomed the students, took attendance, and prayed

before starting the lesson in English. The teacher also gave brainstorming questions related to daily experiences to stimulate students' knowledge and help them guess the topic or material.

- **Whilst-task:**

In this stage, Task based language teaching in this stage is actively applied. The teacher gave more explanation related to what is in the procedure text and examples of procedure text in order such as the definition of procedure text, generic structure, the function, the purpose and the examples of procedure text. This was done to help the students understand clearly. After the explanation finished, the teacher gave the students opportunity to ask questions, and they were active in asking questions related to the material presented. By actively asking questions is one way for students to improve their communication skills in English. Then, after the questions and answer session. After that, the teacher asked the students to form groups.

Each group consisted of six students. The purpose of forming the groups was because the teacher gave an initial task that had to be completed during the meeting. The teacher had provided five sheets of paper, each containing the number of groups and theme of the task. Then, the teacher distributed the papers randomly to each group. The students were then asked to create a procedural text based on the theme of their paper. The teacher gave them 10 minutes to complete the task, and after finished the task, the students were asked to present their work in front of the class. While the students prepared to finish their task, the teacher walked around the classroom to observe the students' progress and to help them if had difficulties or were confused about completing the task.

- **Post-task:**

After the learning task was completed and the students finished performing their tasks in front of the class, the teacher gave appreciation to all groups for the results of their completed tasks. At the end of this session, the teacher gives feedback to all groups regarding their work. The assessment criteria are seen from their teamwork during the presentation of the tasks: pronunciation, grammar, vocabulary, and fluency. After the feedback is given, the teacher hopes that each student is able to be better. Finally, the teacher closed the class by saying thank you.

2. Students' Speaking Performances

The researcher uses rubric score to determine student performance while learning speaking in class using the 'TBLT' method. The results were taken from observing classroom tasks. In analyzing their speaking performance, the researcher divided the five groups into four score categories: 1) Poor, 2) Fair, 3) Good, and 3) Excellent. The process is done through observation using observation sheets and rubric scores. Based on the result of observations showed that:

- **Poor Level**

The researcher found that group one got the lowest score and was included in the Poor level compared to the other groups. This was based on the results that the researcher found since the first observation was conducted. In the first task given by the teacher, group 1, which consisted of six female students, was observed to be able to complete the task given by the teacher quite well. However, in several speaking aspects that the researcher had created in the scoring rubric, many of them were still lacking. As shown in the appendix 5. Some of them still did not pronounce the words correctly, which often led to misunderstanding the meaning of those words. Another aspect was fluency. This score was the average result from the six students in group 1. In the speaking tasks given by the teacher, the researcher found that in the first task, the students were still a little nervous and hesitant in explaining their work.

This was also proven by the researcher during the observation, where in the feedback for the task, the teacher expected group 1 to present better results than before. However, in reality, the six students still did not show any significant improvement in the results of their

tasks. Only a few students showed improvement when explaining the task. The next aspect was grammar. We know that grammar is quite a difficult part for someone to master. This was also proven in appendix 5. This score was obtained from the first and second tasks given by the teacher in the second and two observations. Many of the sentences produced by the students were still not grammatically correct, even though the grammar used in those texts—procedure text was basic grammar that is easy to apply. Some of them were still not accurate in constructing sentences, for example: "there is materials that we need that is, first (...)." The correct grammar should be "there are some materials that we need, namely, first (...)," because the materials needed were more than one, so "there are" should be used instead of "there is." Based on the results obtained by the researcher, group 1 was able to carry out activities from pre-task to post-task quite well. However, the speaking ability of group 1, which consisted of six students, still needed to be trained and developed continuously to achieve better results. Aside from the aspects of pronunciation, fluency, and grammar, the last aspect was vocabulary.

- **Fair Level**

The researcher found that group 5 was included in the fair level. This was found based on the results of the tasks they completed in two meetings, during which the students presented their assignments in front of the class. Group 5 consisted of six students, just like the other groups. Among the six students in the group, only one student received the lowest score compared to the others. However, this was compensated for by the other five students who obtained relatively high scores. In the pronunciation aspect, there was one student who had pronunciation skills in the good category; this student was almost able to pronounce words correctly with only minor mistakes. As a result, the audience could clearly understand the information presented from their task.

The other five students did the same, although there were still some words that were difficult to understand, such as "create." Some of them pronounced it as /kret/ instead of /kriet/. Furthermore, in the aspects of fluency and grammar, there were two students who had better abilities compared to the other. This was evident when they presented their tasks. These two students were able to speak easily and smoothly enough that some audience members were interested in listening to their presentations. For the last aspect, vocabulary, all students in group 5 were able to use new vocabulary appropriate to the given theme and understandable to the audience. This group was categorized as Fair based on the results obtained by the researcher from the first observation to the last observation. Several students in the group were also able to participate well in the teaching and learning activities according to the stages in TBLT. Some students were quite active in asking questions to the teacher, and the tasks they produced were quite good, showing improvement in the application of the TBLT method to help students' speaking skills.

- **Good Level**

In the good level category, there were two groups included, namely group 2 and group 4. These two groups were classified into the good level category because the tasks they completed were good, and many of them were able to present or perform their tasks confidently in front of the class. They had good pronunciation, allowing the audience to easily understand the information. Moreover, their fluency when delivering their tasks in front of the class was almost like native speakers, as they spoke smoothly without hesitation and clearly understood what they needed to convey. Additionally, both groups made minimal mistakes in constructing sentences according to grammar, and the vocabulary they used was quite more advanced compared to groups 1 and 5. Although group 2 and group 4 still needed some attention regarding grammar, they showed stronger awareness and confidence. Not only were their performances in completing their tasks good, but their responses during every meeting were also positive. During the observations, the researcher noted that these learners in group 2 and group 4 responded well by asking questions about their confusion, their tasks, and so on.

- **Excellent Level**

At this level, the research found a satisfying result that there was one group included in the excellent level because the all the aspects of speaking was considered very good. This level was achieved by group 3. Their pronunciation ability of the students in group 3 was considered very good because during the observations from the first to the two observation, they were able to complete the tasks well and achieved satisfying results. All students in group 3 had very good pronunciation skills; almost all of them pronounced words correctly when delivering information or presenting their completed tasks. There were almost no mistakes in pronouncing the words. Besides good pronunciation, their ability to deliver information was fluent, and they did not appear nervous when presenting. They were able to speak smoothly and understood well what they needed to convey. However, about one or two students still appeared nervous when speaking about the results of their tasks. Additionally, the vocabulary they used was extensive and did not repeat the same words but rather used synonyms. As a result, the audience was able to receive and learn new vocabulary from their presentations.

Besides pronunciation, fluency, and vocabulary, there was also the grammar aspect. Based on the results, grammar scored lower compared to the other aspects, but it was still higher than the scores of other groups. However, this did not make their speaking ability poor; rather, it became an important part for them to study more deeply so that they could communicate or speak fluently without having to focus too much on grammar.

DISCUSSION

1. The Implementation of TBLT in Teaching Speaking

The observed implementation of TBLT in SMKN 2 Surabaya is largely aligned with established TBLT principles, particularly Willis (1996) framework, which emphasizes a three-phase approach to language instruction. The teacher's role consistently shifted from a traditional instructor to that of a facilitator and motivator, a key advantage of the TBLT method. The consistent application of the Pre-Task, Whilst-Task (Task, Planning, and Reporting), and Post-Task phases across all two meetings. In every meeting, the teacher started pre-task by giving an overview of the lesson that would be given to students. The teacher did small discussion or brainstorming by asked the students about the materials that would be delivered by the teacher. Here, the teacher tried to stimulate students in speaking towards the example of procedure text by asking some questions based on the definition, purpose, generic structure, and language features of procedure text. It gave more opportunity to students to talk rather than in big class. This can also be said as one of the types of task, namely discussion. Where this activity is carried out to practice their communication or speaking in their second language. This activity can help students to improve their communication with their group members without fear of making mistakes. In addition, the role of teacher and researcher here as facilitators to help the students by guiding them as stated in (Karam et al., 2021).

Compared with the previous studies who stated that the TBLT approach to teaching speaking in Indonesia Secondary school EFL classes has become widely popular and is consistently shown to enhance students' communicative abilities and supported by some factors like students intrinsic motivation, self-efficacy, self-confidence, and the use of diverse supplementary in teaching approaches and media. The teacher did not tailor the materials in specific school contexts that align with real-world contexts Hibatulloh et al (2024) and Panduwangi, M (2021). However, this research shows that the tasks design related to the students textbook and connect the material with students' need for their real world. It is seen from the research findings that students are not only active in the teaching and learning process but also have to complete their projects quickly and achieve good achievements and the missions given by the instructor are very important for those related to their field of work, namely Building Modeling and Design Information. According to Adiantika and Purnomo (2018), tblt could increase student engagement and active participation in the teaching and

learning process, thereby improving students' speaking skills in high school. However, in this study, students were not only active but also able to think critically while working on assignments by asking questions to the teacher and discussing them with their group mates.

In conclusion, the observations revealed several advantages inherent in TBLT. The increased students activity, active questioning, and collaborative group work observed throughout the meetings strongly supports TBLT's documented ability to facilitate spontaneous interaction and maximize communicative opportunities among learners. The generally positive response to feedback also suggests the creation of an optimal learning environment. Furthermore, the implementation of TBLT in teaching speaking based on student textbook and linked to their vocation can be highlighted to help students practice their second language communication skills, and the tasks given are particularly meaningful because the teacher is able to design them well according to the student textbook and linked them major which is Building Modelling and Information Design. Based on the results obtained, the implementation of TBLT by the teacher aligns with Willis's TBLT theory (1996), namely pre-task, whilst- task, and post-task.

2. Students' Speaking Performances

Based on the Brown (2001) who stated that the role of the teacher is paramount in guiding students' mastery of a second language, particularly in developing effective speaking skill. In line with the observation, the teacher created a meaningful tasks and activity based on the students' needs. Teacher created some tasks based on their major or their vocation that is Desain Modelling and Building Information. It can be proved it from the first observation until two observation. The teacher provided instructional materials and activities that were closely aligned with real-world contexts. The researcher also found that the teacher had fulfilled several crucial principles for creating effective speaking instruction, in accordance with Nunan, (2003) theoretical framework. One of these principles was collaborative learning. This was demonstrated during the observations, where the English teacher implemented this principle by assigning group tasks that required students to work collaboratively to complete them. Furthermore, the teacher contextualized the material to meet the specific needs of second language learners. This was also evident during the observations, as the teacher connected textbook content such as procedural and descriptive texts to the students' respective vocational majors. As a result, students were able to apply the language in authentic situations, producing vocabulary that was relevant and tailored to their professional needs.

This approach positively influenced the students' speaking performance, particularly through extensive (monologue) speaking tasks. The teacher trained students to deliver oral presentations based on assignments that had been carefully designed. This type of speaking performance corresponded with one of the categories outlined by Brown (2003, p.14).

Hibatulloh et al. (2024), who conducted a study in secondary school English language (EFL) classes, found that implementing tblt in teaching speaking presented challenges while improving students' pronunciation and vocabulary. However, this study found that students' speaking skills improved in terms of pronunciation and vocabulary. Compared with Panduwangi, M (2021), they found that students' fluency, accuracy, and attitude improved. However, this survey revealed that students' speaking fluency and grammar skills were still lacking.

The researcher described four criteria for evaluating speaking performance in the implementation of Task-Based Language Teaching (TBLT) at a vocational high school, based on the results of four observations conducted from April 23rd to May 9th, 2025. The criteria included pronunciation, fluency, grammar, and vocabulary. The researcher found that, when using TBLT, students' performance in vocabulary and pronunciation was higher compared to the other aspects. Students demonstrated good performance in these areas, producing clearer language during speaking activities and speaking tasks. Pronunciation was highlighted as a particularly important component since emphasis and intonation had an essential effect on communication performance and helped ensure that messages were accurately conveyed and not misunderstood.

The second aspect that is fluency, is as well typically good. This is shown by the students' ability to delivered the results of their tasks and communicate with the teacher in the classroom with relative ease. And for grammar is also another important aspect; although students' grammatical performance is good enough, there remained a need for further training to help them construct sentences more accurately. A better grammatical arrangement allows the listener to better comprehend the intended meaning of the students spoken sentences.

Finally, there were nevertheless any severe issues with the vocabulary and pronunciation. Each group accomplished an important amount of the new vocabulary related to their vocational fields. This showed that the students were able to broaden their vocabulary and pronunciation apply language was appropriate for their specific needs (*DPIB*). Overall, the used of real-world information, collaborative learning, and contextual appropriate materials, as well as the focus on key speaking criteria such as pronunciation and vocabulary, has benefited students' speaking abilities within the TBLT method. Nevertheless, the students speaking criteria in fluency and grammar need an improvement to make their speaking skill more better.

CONCLUSIONS

The researcher concluded that the implementation of TBLT in teaching speaking could help the teacher designs tasks that are relevant to the context or students textbook and their vocation of students' lives. This chapter described on students' speaking performances and answer the problem formulation regarding how TBLT is implemented and how students' speaking performance. Based on in-depth qualitative findings showed the stages in the implementation of TBLT in teaching speaking in vocational high school were pre- task, whilst-task, and post-task or language focus, which intrinsically encourage communicative and authentic interactions among students.

In pre-task teacher introduced procedure text by gave questions for brainstorming and to gain students attention towards the lesson. The teacher also provides a clear explanation about the material or task. In the whilst-task, teacher conducted task, planning, and reporting to lead students in speaking ability. In here, teacher's role is as a facilitator, guiding and providing constructive feedback on students' language use. And the last is

post-task, here the activities were reviewing and concluding the lesson. The main purpose of this stage is students' could understanding of the material presented and identify the students ability and understand the rules of the target language.

Classroom observations showed that the transition from pre-task activities to task cycles occurs organically, allowing students to explore language in real situations, not just isolated grammar exercises. Regarding of speaking ability, qualitative data from observations show progress in aspects of pronunciation, fluency, vocabulary and grammar. The most showed progress in aspects of speaking are pronunciation and vocabulary. However, the teacher must focusing in fluency and grammar aspects to help the students more fluency in speaking English with the correct sentences.

It can be concluded that the implementation of Task-Based Language Teaching (TBLT) in teaching speaking for students in vocational high school has proven could help the students speaking skill in vocabulary and pronunciation aspect, increased the students' confidence, collaboration between teacher and students. This study revealed that TBLT when applied through relevant and meaningful task aligned with the students vocational fields that is *Desain Permodelan dan Informasi Bangunan (DPIB)* encouraged active participation and provided more opportunities for students in communication in English. Both teacher and students adapted to new classroom dynamics, with the teacher acting as a facilitator and motivator, while students became more involved in group discussions and collaborative activities. Despite some challenges, such as limited resources and initial student hesitation, the overall impact of TBLT was positive, resulting in noticeable increased students' speaking performance in pronunciation and vocabulary aspect and classroom interaction.

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