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The Use of Technology in Task-Based Language Teaching (TBLT) to Improve Students' Speaking Skills in a Collaborative EFL Learning Environment

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh pemanfaatan teknologi dalam pendekatan Task-Based Language Teaching (TBLT) terhadap peningkatan kemampuan berbicara mahasiswa dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Menggunakan metode kuasi-eksperimen dengan desain pretest-posttest control group, sebanyak 60 mahasiswa dibagi ke dalam kelompok eksperimen dan kontrol. Kelompok eksperimen menerima pembelajaran berbasis tugas yang dimediasi teknologi menggunakan platform seperti Zoom, Padlet, Google Docs, dan Canva, sementara kelompok kontrol menerima pembelajaran konvensional. Hasil uji Paired Sample T-test dan Independent Sample T-test menunjukkan adanya peningkatan signifikan pada kemampuan berbicara mahasiswa dalam kelompok eksperimen dibandingkan kelompok kontrol ($p < 0,05$). Selain itu, wawancara dengan peserta mengungkapkan bahwa penggunaan teknologi dalam TBLT meningkatkan kepercayaan diri, keterlibatan, dan kelancaran berbicara dalam bahasa Inggris. Penelitian ini menyimpulkan bahwa integrasi teknologi dalam TBLT secara efektif mendukung pengembangan keterampilan berbicara mahasiswa dan memberikan implikasi positif bagi pengajaran bahasa Inggris berbasis kolaboratif.

***Kata kunci**: Task-Based Language Teaching, teknologi pembelajaran, keterampilan berbicara, EFL, pembelajaran kolaboratif.*

Abstract

This study aimed to investigate the effect of technology integration in Task-Based Language Teaching (TBLT) on improving university students' speaking skills in an English as a Foreign Language (EFL) context. A quasi-experimental method was employed using a pretest-posttest control group design involving 60 students divided into experimental and control groups. The experimental group received TBLT instruction mediated by digital tools such as Zoom, Padlet, Google Docs, and Canva, while the control group underwent conventional learning. Results from the Paired Sample T-test and Independent Sample T-test revealed a significant improvement in the speaking performance of the experimental group compared to the control group ($p < 0.05$). Additionally, interview findings indicated that technology-enhanced TBLT increased students' confidence, engagement, and fluency in speaking English. The study concludes that the integration of technology in TBLT effectively supports students' speaking development and has positive implications for collaborative language learning practices in EFL settings.

Keywords: Task-Based Language Teaching, educational technology, speaking skills, EFL, collaborative learning.

1. INTRODUCTION

In English as a Foreign Language (EFL) settings, speaking proficiency remains a persistent challenge for many learners, particularly at the tertiary level. Despite years of exposure to English instruction, students often struggle with fluency, coherence, and accuracy when expressing themselves orally (Fenton-Smith et al., 2017; Wu, 2018; Sirisrimangkorn, 2021). These struggles are commonly attributed to limited authentic communicative practice in traditional classroom settings, which often emphasize grammatical

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accuracy over spontaneous speech production. Moreover, learners frequently experience anxiety, fear of making mistakes, and lack of motivation all of which inhibit their willingness to speak (Day, 2023; Jin, 2023; Haq, 2024). As a result, enhancing speaking skills demands more than just structured grammar lessons; it requires pedagogical strategies that can create meaningful opportunities for real-life communication (Suryana et al., 2020; Tran et al., 2024; Anwar, 2018).

Task-Based Language Teaching (TBLT) has gained recognition as an effective instructional approach that promotes language acquisition through the completion of communicative tasks. Rooted in the principles of Communicative Language Teaching (CLT), TBLT focuses on language use as a means to achieve specific outcomes, rather than language form itself (Nunan, 2017; Ellis, 2017; Suryani, 2017). In TBLT, learners are encouraged to use English in problem-solving situations or collaborative discussions, where meaning-making takes precedence. Studies have shown that such an approach can foster learner engagement, autonomy, and communicative competence (Long, 2018). However, despite its theoretical strengths, the practical implementation of TBLT in many Indonesian EFL classrooms remains limited, often due to a lack of teacher training, resources, or understanding of the approach (Saptiany & Prabowo, 2024).

With the rapid advancement of educational technology, the integration of digital tools into language teaching offers new possibilities for overcoming traditional barriers in speaking instruction (Ishak et al., 2022; Novak et al., 2023; Chen et al., 2020). Online platforms, mobile apps, video conferencing tools, and digital collaborative spaces allow learners to practice speaking in authentic and interactive environments (Jones & Flint, 2022; Merta et al., 2023; Aleksius et al., 2022). When combined with TBLT, these tools can help facilitate task completion in more dynamic and engaging ways enabling students to co-construct meaning, negotiate language use, and receive multimodal feedback. Technology-mediated TBLT has the potential to foster learner-centered interaction beyond the constraints of time and location, especially in contexts where face-to-face practice is limited. Yet, empirical studies that examine this combined approach in Indonesian higher education remain sparse.

This study is driven by the need to explore how digital technology can be meaningfully integrated into task-based instruction to enhance speaking performance among EFL learners. While some research has explored the effectiveness of TBLT or technology-assisted language learning independently, there is a lack of robust studies investigating how these two elements interact in improving speaking skills in university-level EFL settings. Furthermore, understanding students' perceptions of these learning experiences is critical, as their attitudes, motivations, and preferences significantly shape learning outcomes (Gurbuz & Cabaroglu, 2021; Jaya et al., 2025). This research, therefore, seeks to contribute both theoretically and practically to the growing field of technology-enhanced language pedagogy by focusing on the intersection of task-based learning and digital innovation in EFL speaking development.

Research Questions

1) How does the implementation of technology-based TBLT affect students' speaking performance in an EFL setting?
2) What are students' perceptions of learning speaking through technology-mediated TBLT tasks?

The primary objective of this study is to investigate the effectiveness of technology-based Task-Based Language Teaching (TBLT) in improving students' speaking skills in an EFL context. Speaking, as a productive skill, requires frequent practice, meaningful interaction, and real-life communication, which TBLT is designed to promote through goal-

oriented tasks. By integrating digital tools such as video conferencing, collaborative platforms, or mobile applications into task-based activities, the study seeks to determine whether these innovations can enhance learners' fluency, accuracy, and confidence in spoken English. In addition to measuring improvements in speaking performance, the study also aims to explore students' perceptions regarding their learning experiences. Understanding how students respond to the use of technology in collaborative TBLT activities can offer valuable insights into their motivation, engagement, and perceived usefulness of the approach. These dual objectives are expected to contribute to a more comprehensive understanding of both the pedagogical impact and the learner experience of using technology-enhanced TBLT in EFL classrooms, particularly within Indonesian higher education.

2. METHOD

2.1 Reserach Design

This study uses a quasi-experimental mixed-methods design, combining quantitative data (pre-test and post-test) to measure changes in students' speaking skills and qualitative data (interviews and observations) to explore students' perceptions of technology-based TBLT. This approach allows for a more comprehensive understanding of the effectiveness and learner response to the intervention. Quasi-experimental designs are useful in educational settings where random assignment is not feasible (Rogers & Revesz, 2019; Campbell & Stanley, 2015).

2.2 Population and Sample

The population of this study consists of students from the English Education Department at Universitas PGRI Palembang. From this population, a total of 60 students were selected as the sample using purposive sampling, based on their academic level and availability. The sample was divided into two groups: 30 students in the experimental group and 30 students in the control group, consisting of learners from semester 2 and semester 4 who were enrolled in the Speaking course. The purposive sampling technique was chosen to ensure that participants had comparable English proficiency levels and were actively engaged in developing their speaking skills, making them suitable for the speaking-focused intervention using technology-based TBLT.

2.3 Instruments

This study employed four main instruments to collect both quantitative and qualitative data.

1) Speaking Test Rubric: Assesses students' speaking skills based on fluency, accuracy, pronunciation, and interaction (Brown, 2019).
2) Student Perception Questionnaire: A Likert-scale questionnaire to measure students' perceptions of learning speaking through technology-based TBLT (Dornyei & Taguchi, 2019).
3) Interview Guide: A semi-structured guide to explore students' opinions, experiences, and challenges during the intervention (Kvale, 2021).
4) Observation Checklist: Used to record student participation and the implementation of technology-mediated tasks in the classroom.

2.4 Data Collection Procedure

The data collection procedure began with a pre-test to assess students' initial speaking ability. This was followed by six weeks of instruction, during which the experimental group

received speaking lessons through technology-supported TBLT activities, while the control group underwent traditional speaking instruction without the integration of digital tools. After the instructional period, a post-test was administered to both groups to evaluate improvements in speaking performance. In addition, a student perception questionnaire was distributed, and interviews were conducted with selected students from the experimental group to gain deeper insights into their learning experiences. Throughout the intervention, classroom observations were also carried out using a checklist to monitor the implementation of speaking tasks and student engagement in both groups.

2.5 Data Analysis

The data analysis in this study involved both quantitative and qualitative approaches. For the quantitative data, results from the pre-test and post-test were analyzed using paired sample t-tests to examine within-group differences and independent sample t-tests to compare speaking performance between the experimental and control groups. Meanwhile, the qualitative data collected from interviews and classroom observations were analyzed using thematic analysis to identify recurring patterns, insights, and themes related to students' perceptions, engagement, and experiences with technology-based TBLT (Braun & Clarke, 2022).

3. RESULT AND DISCUSSION

3.1 Result of Speaking Test

This section presents the results of the speaking tests administered to both the experimental and control classes. The speaking tests were conducted twice: before the treatment (pre-test) and after the treatment (post-test). The purpose of these tests was to measure students' speaking performance in terms of four key components: fluency, accuracy, pronunciation, and interaction. The experimental class received treatment using the proposed learning intervention (the use of Instagram-based tasks, Project-Based Learning, or any specific technique being studied), while the control class was taught using conventional methods.

The scores from the speaking tests were collected and analyzed to determine whether there was a significant improvement in the students' speaking skills, and whether the experimental group performed better than the control group after the treatment. Each component was scored on a scale of 1 to 5, and the total scores were used to assess the overall speaking proficiency of the students. The following tables display the detailed results of the speaking post-tests from both groups.

1) Speaking Pre and Post-test

Table 1. Results of Speaking Pre and Post test both group

Student ID	Control Group		Experiment Group	
	Pre	Post	Pre	Post
S001	2.5	3	2.75	4
S002	2.75	3	2.25	3.75
S003	2	2.75	3	3.5
S004	2.75	3	2	4
S005	2.5	3	2.75	3.75
S006	2.75	3	2.25	3.75
S007	2.25	3	3.75	3.75

S008	2.5	3	2.75	3.5
S009	2.5	3	2	4.25
S010	2.75	3	3	3.75
S011	2.75	3	3.5	3.75
S012	2.5	3	3	3.75
S013	2.25	3	2	3.5
S014	2.5	3	3	4
S015	2.5	3	3.75	3.75
S016	2.5	3	2	3.75
S017	2.25	3	3	3.75
S018	2.5	3	2.5	3.25
S019	2.5	3	4	3.5
S020	2.5	3	2.25	4
S021	2.5	3	3	3.75
S022	2.75	3	2.75	3.75
S023	2.5	3	2	3.75
S024	2.75	3	3	3.5
S025	2.75	3	2.5	3.75
S026	2	3	2	3.75
S027	2.75	3	3	3.25
S028	2.5	3	2.75	3.75
S029	2.75	3	2.25	3.75
S030	2.75	3	3.75	3.25

The results of the speaking tests from both control and experimental groups show notable differences in progress. Initially, both groups had comparable pre-test scores, with the control group averaging around 2.53 and the experimental group at approximately 2.77 on a 1–5 scale. After the treatment, the control group showed a slight improvement in speaking performance, reaching a consistent post-test average of 3.00. In contrast, the experimental group demonstrated a more substantial increase, with the post-test average rising to about 3.72. This suggests that the treatment applied to the experimental group had a more significant effect on improving students' speaking abilities compared to the traditional methods used in the control group.

2) Normality and Homogeneity Test

Before conducting the t-test analyses, it is essential to examine the assumptions of normality and homogeneity of variance to ensure the validity of parametric statistical tests. The normality test was used to determine whether the data from the pre-test and post-test scores in both the control and experimental groups followed a normal distribution. The Shapiro-Wilk test was employed, as it is suitable for small to medium-sized samples. Furthermore, the Levene's test was conducted to assess the homogeneity of variance, determining whether the variance between the two groups was equal. These preliminary tests are critical to confirm that the data met the assumptions required for the application of parametric tests such as the paired sample t-test and independent sample t-test.

Table 2. Normality Test

	N	Normal Parameters[a,b]		Most Extreme Differences			Test Statistic	Asymp. Sig. (2-tailed)
		Mean	Std. Deviation	Absolute	Positive	Negative		
Pretest	30	2.53	.215	.272	.195	-.272	.272	.000[c]

Control								
Postest Control	30	2.99	.046	.539	.428	-.539	.539	.000[c]
Pretest Experiment	30	2.75	.591	.169	.169	-.102	.169	.028[c]
Postest Experiment	30	3.71	.228	.306	.261	-.306	.306	.000[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 2 presents the results of the normality test using the Kolmogorov-Smirnov method with Lilliefors significance correction. The test was conducted to determine whether the data in each group followed a normal distribution. Based on the Asymp. Sig. (2-tailed) values, all four data sets—Pretest Control (p = .000), Posttest Control (p = .000), Pretest Experiment (p = .028), and Posttest Experiment (p = .000)—have significance values less than 0.05. This indicates that the data in each group are not normally distributed. Therefore, it is recommended to use non-parametric statistical tests for further analysis.

Table 3. Homogeneity Test

Test of Homogeneity of Variances

Postest

Levene Statistic	df1	df2	Sig.
23,321	1	58	,260

Table 3 shows the result of the homogeneity of variance test using Levene's Test. The purpose of this test is to determine whether the variances of the posttest scores between the control and experimental groups are equal. The result shows a Levene Statistic of 23.321 with a significance value of 0.260 (p > 0.05), which means that the variances between the two groups are homogeneous, or not significantly different. Hence, the assumption of homogeneity is met for this dataset.

3) Paired Sample T-test

The Paired Sample T-test is a statistical method used to determine whether there is a significant difference in the means of two related groups. In the context of educational research, this test is commonly applied to compare the pretest and posttest scores of the same group of participants such as students in an experimental class before and after an intervention or treatment.

Table 4. Paired Sample T-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Precont - Postcont	-,458	,198	,036	-,532	-,384	-12,687	29	,000
Pair 2	Preexp - Postexp	-,958	,704	,129	-1,221	-,695	-7,453	29	,000

Table 4 presents the results of the Paired Sample T-test conducted to compare the pretest and posttest scores within each group (control and experimental). For Pair 1 (Pretest and Posttest of the Control Group), the mean difference is -0.458 with a t-value of -12.687 and a significance level (p-value) of 0.000. Since the p-value is less than 0.05, the result is statistically significant, indicating that there was a meaningful improvement in the control group's speaking scores after the intervention, although the increase is relatively modest. For Pair 2 (Pretest and Posttest of the Experimental Group), the mean difference is larger, at -0.958, with a t-value of -7.453 and a p-value of 0.000. This also indicates a statistically significant improvement in the speaking scores of the experimental group after receiving the TBLT treatment mediated by technology. In conclusion, both groups showed significant gains, but the experimental group demonstrated a greater improvement, suggesting the effectiveness of technology-assisted TBLT in enhancing students' speaking skills.

4) Independent Sample T-test

The Independent Sample T-test is used to compare the means of two different groups. In this study, it was conducted to determine whether there was a significant difference in the posttest scores between the control group and the experimental group. If the p-value is less than 0.05, it indicates a statistically significant difference between the two groups. This means that the technology-mediated TBLT approach had a positive effect on improving students' speaking skills compared to conventional teaching methods.

Table 5. Independent Sample T-test

Independent Samples 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
Result	Equal variances assumed	23,321	,000	-16,866	58	,000	-,717	,042	-,802	-,632
	Equal variances not assumed			-16,866	31,316	,000	-,717	,042	-,803	-,630

Table 5 shows the results of the Independent Sample T-test comparing the posttest scores of the control and experimental groups. Based on Levene's Test, the significance value is 0.000, indicating that the variances between the two groups are not equal, so the row "Equal variances not assumed" is used. The t-test result shows a t-value of -16.866 with a significance (2-tailed) value of 0.000 ($p < 0.05$), meaning that there is a statistically significant difference between the posttest scores of the two groups. The mean difference is -0.717, showing that the experimental group outperformed the control group.

3.2 Result of Interview

The interview results provided deeper insight into students' experiences and perceptions regarding the implementation of technology-mediated Task-Based Language Teaching (TBLT) in an English as a Foreign Language (EFL) classroom. The responses highlighted three major themes: enhanced engagement, improved confidence, and greater speaking fluency through digital collaboration. Most participants emphasized that the use of digital tools such as Zoom, Padlet, Google Docs, and Canva made speaking activities more dynamic and less intimidating compared to traditional classroom settings. These platforms allowed students to express their ideas more freely and prepare collaboratively with peers. One respondent remarked,

> *"I feel more confident speaking English when I can prepare and collaborate with my group using Padlet before the actual presentation." (Respondent 3)*

This suggests that students value the ability to plan and structure their responses before speaking, which in turn reduces anxiety. Another recurrent theme was the increased motivation and interaction fostered by technology integration. Digital platforms facilitated active participation and authentic communication among peers.

> *"Using Zoom breakout rooms helped me talk more with my friends in English. It felt like a real conversation, not just classroom practice," shared one student (Respondent 7).*

This indicates that online interaction spaces can simulate real-life language use and make learning more meaningful, even in remote or hybrid contexts. In addition, the visual and design features of certain tools were praised for helping students articulate their thoughts more clearly. A student noted,

> *"I like using Canva for speaking tasks because it helps me organize my ideas clearly and makes speaking easier." (Respondent 5)*

The ability to visualize concepts and use multimedia elements appears to support cognitive processing and planning, especially in oral tasks. Overall, the interview findings demonstrate that technology-supported TBLT creates a collaborative, student-centered environment that enhances both the cognitive and affective aspects of learning to speak English. Students not only practiced speaking more frequently but also did so with increased confidence and autonomy. These qualitative insights align with the quantitative results, confirming that the strategic use of technology in TBLT can significantly improve speaking performance in EFL contexts.

Discussion

The overall findings of this study reveal a significant improvement in students' speaking performance, particularly among those in the experimental group who received instruction through a technology-mediated Task-Based Language Teaching (TBLT) approach. The pre-test and post-test scores demonstrate that while both the control and experimental groups experienced progress, the experimental group showed a markedly higher increase in speaking proficiency. The average post-test score of the experimental group rose from 2.75 to 3.71, whereas the control group only improved slightly from 2.53 to 2.99. Statistical analysis through Paired Sample T-tests confirmed that the improvements in both groups were significant ($p = 0.000$), but the experimental group had a larger mean difference (-0.958) compared to the control group (-0.458). Moreover, the Independent Sample T-test

also showed a significant difference between the post-test scores of the two groups (p = 0.000), with the experimental group outperforming the control group by an average of 0.717 points.

These findings are supported by previous studies highlighting the effectiveness of TBLT and the integration of digital tools in language learning. Gan (2025) emphasized that technology-enhanced TBLT allows learners to engage more actively and meaningfully in communication tasks, leading to better language acquisition outcomes. Similarly, Diaz et al. (2023) noted that task-based activities, when supported by digital media, promote learner autonomy and increase motivation, which in turn improves speaking performance. This study aligns with those conclusions, suggesting that the use of digital platforms and structured tasks fosters an interactive and student-centered learning environment conducive to the development of speaking skills. In summary, the data clearly indicates that the implementation of a technology-mediated TBLT strategy significantly enhances students' speaking abilities compared to traditional instruction. This result reinforces the growing body of literature advocating for innovative, learner-centered approaches in EFL classrooms to meet the communicative needs of 21st-century learners (Ellis, 2017; Dash, 2022).

The interview findings further reinforce the quantitative results by providing rich, qualitative evidence that the use of technology within Task-Based Language Teaching (TBLT) effectively enhances students' speaking skills in an EFL environment. The thematic analysis revealed that students consistently experienced increased engagement, confidence, and fluency three core elements of communicative competence. Firstly, tools like Padlet and Google Docs helped students collaborate and organize their ideas before performing speaking tasks, leading to less anxiety and better output. One respondent clearly stated, *"I feel more confident speaking English when I can prepare and collaborate with my group using Padlet before the actual presentation" (Respondent 3)*. This supports Ellis (2017), who emphasized the importance of pre-task planning in lowering the affective filter and improving learner output. Secondly, the sense of authentic communication and natural interaction in digital spaces was repeatedly mentioned. For instance, one student mentioned, *"Using Zoom breakout rooms helped me talk more with my friends in English. It felt like a real conversation, not just classroom practice" (Respondent 7)*. This echoes the findings of Diaz et al. (2023), who argue that digital interaction spaces foster real-world communication skills and encourage learners to use the target language in meaningful contexts.

Thirdly, students appreciated the visual and design-oriented tools like Canva, which helped them structure their ideas visually. As Respondent 5 shared, *"I like using Canva for speaking tasks because it helps me organize my ideas clearly and makes speaking easier."* This aligns with Sweller (2020) Cognitive Theory of Multimedia Learning, which posits that the integration of words and visuals enhances learning by engaging both verbal and visual processing channels. Taken together, the interview responses validate the effectiveness of technology-mediated TBLT not only in enhancing linguistic performance but also in addressing learners' psychological and social needs. These qualitative data points strengthen the overall conclusion that integrating technology in task-based instruction creates a supportive, motivating, and effective environment for improving speaking skills in EFL settings.

4. CONCLUSION

Based on the findings, the integration of technology in Task-Based Language Teaching (TBLT) significantly improved students' speaking skills in an EFL context. Both quantitative results and interview data confirmed that digital tools such as Zoom, Padlet, Google Docs, and Canva enhanced student engagement, confidence, and fluency in performing speaking

tasks. The study implies that technology-mediated TBLT creates a collaborative, learner-centered environment that supports both cognitive and affective aspects of language learning. Given these outcomes, it is recommended that educators incorporate digital platforms strategically into TBLT to maximize speaking opportunities and create authentic communication settings. Future research may explore the long-term effects of technology-supported TBLT across diverse proficiency levels and investigate its impact on other language skills such as listening, reading, and writing. Additionally, examining teacher perspectives and challenges in implementing this approach can provide deeper insights for sustainable integration in various educational settings.

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