

The Effectiveness of Task-Based Language Teaching in Enhancing High School Students' Communicative Competence

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ABSTRACT

Purpose: This study aims to examine the effectiveness of Task-Based Language Teaching (TBLT) in improving the communicative competence of high school students learning English, addressing the gap between grammar-based instruction and the development of authentic communication skills.

Subjects and Methods: A quasi-experimental quantitative design was employed, involving an experimental group taught using TBLT and a control group taught through conventional grammar-based methods. Communicative competence was measured across four dimensions grammatical, sociolinguistic, discourse, and strategic using a standardized rubric applied in pre-test and post-test evaluations. Data analysis was conducted through paired-sample and independent-sample t-tests, with effect sizes determined using Cohen's d.

Results: The findings revealed that students in the experimental group achieved significantly greater gains in all areas of communicative competence compared to the control group, with large effect sizes confirming the strong impact of TBLT. Beyond measurable improvements in language performance, TBLT also fostered higher engagement, peer collaboration, and strategic language use, bridging classroom instruction with real-world communicative practices.

Conclusions: The study provides robust empirical evidence supporting the integration of TBLT into high school curricula. It underscores the need for systemic support in teacher training, effective task design, and performance-based assessments to ensure sustainable and impactful implementation.

INTRODUCTION

Communicative competence is one of the most critical objectives of second language education in the recent decades all over the world. Communication skills in real life situations are no longer regarded as a byproduct but the main goal in language learning (Bondarchuk et al., 2024; Ghosheh et al., 2021). Communicative competence consists not only of grammatical knowledge but also of pragmatic, sociolinguistic, and discourse competencies to enable learners to communicate properly in a variety of environments.

Most educational systems, such as in Indonesia, have placed this competence as a key product of teaching English language, particularly with the increased globalization and international communication. Although it is important in the curricula, communicative proficiency in the English language is still an unfixed problem among high school learners in most countries. In

such a way, traditional methods, which focus on grammar translation and memorizing activities, tend to lead to the development of the learner who is theoretically familiar with the language but cannot apply it in real-life communication (Vireak & Bunrosy, 2024).

Studies have always indicated that learners who are educated majorly in grammar-based teaching tend to have difficulties in fluency, accuracy in spontaneous speech, and pragmatic appropriateness in discourses (Xurshedjonovna, 2025). The Indonesian context has traditionally taught English as a second language, and some classrooms were characterized by teacher-centered learning and a high focus on exams to evaluate structural knowledge, not communicative skill. Such mismatch of curricular objectives and classroom practice presents a disruption, which does not facilitate the building of real communicative competence.

As a way of remedying this situation, scholars and practitioners have increasingly resorted to the concept of Task-Based Language Teaching (TBLT) as a pedagogical approach that entails the centralization of communication and meaning in the classroom. TBLT focuses on the tasks characterized by the need to apply language to real-life applications as the primary unit of instruction (Chen, 2023). TBLT applies grammar, vocabulary and skills development in the communicative contexts, unlike the traditional methods, which introduce the language forms in isolation.

Students prepare tasks beforehand, perform them, and reflect on the tasks after their completion, which are combined to promote fluency and accuracy (Milon et al., 2023). In many studies, TBLT has been identified as more motivating, interactive and allowing learners more autonomy than more form-driven approaches. The introduction of TBLT can also be seen in line with the more general changes in the theory of second language acquisition, especially in communicative language teaching (CLT) principles, which emphasize contact authenticity.

Although CLT has been advocated in most Asian education systems, including Indonesia, it has been adopted inconsistently because of institutional-level factors such as large classes, exam-intensive education, and teacher training. TBLT has been put forward as a viable extension of CLT that can provide teachers with the systematic means of implementing communication-based teaching and still consider curricular needs. Communicative competence is a life skill and a curricular goal in the Indonesian high school setting. Academic access, hiring, and engaging in global networks have associated with English proficiency (Wieczorek et al., 2021).

However, the problem is that even after years of studying English, they still cannot communicate in English, particularly in informal spoken communication (English et al., 2021). This state of affairs highlights the importance of pedagogical changes that should shift structural competence to communicative use of the language. Empirical data in various contexts give promising results about the effectiveness of TBLT. An example is that Sağlam & Alagözlü (2025) demonstrated that interactional competence is facilitated by task-based approaches and leads to a negotiation of meaning. On the same note, East Asian studies have shown that TBLT enhances fluency and confidence in speaking among learners (Nguyen & Dao, (2021).

Research in Southeast Asia also suggests that in addition to developing communicative proficiency, task-oriented practices help to boost motivation among learners and classroom participation. Most of these studies however have been carried out in either higher education or private language learning centers with limited empirical findings being presented in the context of public high schools in Indonesia where most students are educated. Such a gap cannot be undervalued since high school is a critical period in language acquisition: learners are supposed to reach communicative competence that will assist them in their academic and career advancement. However, the classroom reality can be characterized as the situation in which there is still little room to be truly engaged (Mercer et al., 2021).

The teachers might not have the resources, training and confidence to use novel techniques like TBLT and students might be used to learning through examinations which focus on memorizing (Sweet & Michaelsen, 2023). Therefore, empirical studies to test the effectiveness of TBLT in the context of Indonesian high schools, in particular, are needed to offer empirical guidelines to curriculum designers, teaching faculty, and policymakers. The importance of researching the efficacy of TBLT is associated not only with the need to focus on pedagogical issues but also the

possibility to synchronize classroom instruction with the global tendencies in education, which prioritize the values of collaboration, creativity, and problem-solving. TBLT, through its emphasis on natural communication and participation by the learner, helps achieve these more general educational objectives.

Through communicative competence, students will be in a better position to maneuver intercultural communication, seek higher education opportunities, and compete in globalized labor markets. Considering these facts, this research was aimed at assessing the effectiveness of TBLT in the development of the communicative competence of the high school students in Indonesia. A quantitative approach and a comparison between the results of students taught with TBLT and the traditional method will give empirical evidence that can be added to the war of success on effective teaching methods of English language. The results are relevant to practitioners in terms of the need to embrace more communicative techniques and policy makers in the need to enhance the performance of English language in the secondary school level.

METHODOLOGY

Research Design

This research was quantitative research with quasi-experimental design that aimed to investigate the effectiveness of Task-Based Language Teaching (TBLT) in improving communicative competence of high school students. The rationale behind the choice of design was to enable the researcher to compare the results of two groups, one group taught through TBLT and the other one taught through standard teaching methods, and operated within the classroom environment in which they had to work. The research was designed in the pre-test and post-test control group format, and thus, it was feasible to assess the change in communicative competence at the start and end of the intervention. This design was quite suitable as it was impossible to randomize students because of the school rules, and that is why quasi-experimentation was the most appropriate and valid in the situation.

Participants

The sample in this research was 60 11 the grade students in an Indonesian high school. These were identified purposely due to their availability and similarity in the proficiency level as it was established by their English teachers. The whole population was split in two intact classes, where one group ($n = 30$) was taken as the experimental and the other group ($n = 30$) as the control group. The demographics of the two cohorts were similar (ages between 16 and 17 years) with an almost equal proportion of male and female students. The participants had not been subjected to any systematic exposure to task-based instructions in the past and this aspect was important in that the observed effects could be attributed to the intervention.

Instruments

The process of data collection was based on a communicative competence test that was conducted as a pre-test and an after test. The test was to measure four elements of communicative competence and they included grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Oral communication tasks, including role plays, information-gap tasks, and problem-solving activities, were carried out by each student and were assessed on the basis of an analytic. The rubric evaluated students in terms of accuracy, fluency, appropriateness, discourse management and strategy use. The two independent raters scored the tasks to guarantee reliability and inter-rater reliability was determined with the two raters, and the coefficient of inter-rater reliability was over 0.85 representing strong agreement. Expert judgment was used to determine content validity in the form of two experienced teachers of English and a lecturer in applied linguistics.

Procedure

The recovery time was eight weeks and both groups were provided the same number of instructional hours. The control group was taught with the help of the traditional method of grammar-translation that focused on grammatical explanations, vocabulary lists, and translation exercises. On the contrary, the experimental group was guided in terms of the TBLT framework. Each of the experimental group lessons consisted of a task cycle: (1) A pre task phase, where the

students were presented with the topic and vocabulary to be used in the task was the next step. and planning on how to perform task; (2) Task cycle stage, during which students participated in shared activities in pairs or groups where meaning had to be negotiated, three types of activities included discussions, role plays, and problem solving; (3) Post-task, where students critically examined the performance, and were provided with feedback and language forms that were influenced in the performance were discussed; (3) Both groups were given the pre-test one week before the intervention in order to achieve baseline equivalence. The measurement of improvement in communicative competence was done by the post-test conducted after the eight-week treatment.

Data Analysis

The statistical data obtained in the pre-test and post-test were compared in order to analyze it. Means and standard deviations of both groups were calculated in the first stage by use of descriptive statistics. The t-tests were performed in pairs, to indicate whether the groups were significantly improving during the pre-test to the post-test. To make comparisons between effectiveness of TBLT and traditional instruction, independent-sample t-test was conducted to evaluate post-test differences between experimental and control group. Also, Cohen d was derived to identify the size of the intervention impact, which gives information on the degree of the difference. The threshold was established at $p < 0.05$ which is enough to be sure that the results are interpretable.

RESULTS AND DISCUSSION

The analysis was aimed at quantifying gains on grammatical, sociolinguistic, discourse and strategic competence based on pre-test and post-test. Statistical tests were used not only to reflect the degree of improvement that has been attained in each group, but also to measure the relative effectiveness of TBLT to the traditional teaching practices. Empirical evidence is offered by the results that will be given in the next section in order to assess these goals and in order to define the pedagogical and managerial value of the introduction of TBLT in high school settings.

Table 1. Descriptive Statistics of Pre-Test and Post-Test Scores

Group	N	Pre-Test Mean (SD)	Post-Test Mean (SD)	Gain Score (SD)
Experimental	30	62.40 (5.18)	79.13 (6.25)	16.73 (4.02)
Control	30	61.87 (5.44)	67.20 (5.89)	5.33 (3.88)

The pre-test results of the two groups revealed no major difference in their initial mean scores (62.40 for the experimental group vs. 61.87 for the control group). This statistical similarity indicates that both groups started from an almost identical baseline of communicative competence. In other words, any improvement observed at the post-test stage could be attributed primarily to the instructional intervention rather than pre-existing differences in student ability. This strengthens the internal validity of the study, ensuring that the outcomes are directly related to the teaching methods applied. After the intervention, the post-test mean of the experimental group increased significantly to 79.13, while the control group improved modestly to 67.20. The difference in mean gain scores 16.73 points for the TBLT group compared to 5.33 points for the control group demonstrates the much greater impact of TBLT in fostering communicative competence.

This substantial difference suggests that task-based instruction creates more meaningful opportunities for students to use the language in authentic contexts, thereby facilitating deeper learning and skill transfer beyond memorization of grammatical rules. Moreover, the relatively smaller improvement in the control group implies that conventional instruction, while providing some level of benefit, does not generate sufficient engagement or authentic language use to produce significant communicative gains. By contrast, TBLT encourages interactive participation, collaboration, and the application of strategic skills, which are crucial in building real-world communication competence. Thus, the statistical outcomes clearly support the hypothesis that TBLT is more effective than traditional methods in developing communicative competence, offering both quantitative and pedagogical justification for its integration into high school English programs.

Table 2. Paired-Sample t-Test Results Within Groups

Group	Mean Difference	t	df	p-value	Effect Size (Cohen's d)
Experimental	16.73	14.82	29	< .001	1.65 (large)
Control	5.33	5.11	29	< .001	0.54 (moderate)

The results of the paired-sample t-test confirm that both groups the experimental group taught using Task-Based Language Teaching (TBLT) and the control group taught using conventional instruction experienced statistically significant growth in their communicative competence ($p < .001$). This indicates that exposure to English instruction, regardless of the method applied, contributed positively to student performance. The presence of significant improvement across both groups aligns with the general expectation that structured instruction and regular practice are likely to enhance learners' skills over time. However, the magnitude of the observed improvements differs substantially between the two groups. The effect size for the experimental group reached Cohen's $d = 1.65$, which is considered a very large effect according to conventional benchmarks. Such a high value suggests that the gains achieved by students in the TBLT group were not only statistically significant but also practically meaningful, reflecting transformative changes in their communicative competence. In contrast, the control group produced a more modest effect size of $d = 0.54$, categorized as a moderate effect. While the control group did improve, the improvements were far less pronounced compared to those of the experimental group.

This contrast underscores the pedagogical superiority of TBLT in fostering authentic communication skills. The large effect size in the TBLT group demonstrates that task-based instruction does more than incrementally enhance language proficiency; it creates a significant leap in learners' ability to use language meaningfully. Through its focus on real-world tasks, interaction, and problem-solving, TBLT facilitates deeper cognitive processing and active participation, which explains the stronger outcomes observed. Meanwhile, the moderate effect in the control group implies that conventional, grammar-oriented teaching can support incremental progress but may fail to sufficiently bridge the gap between knowledge of linguistic forms and their functional use in communication. In practical terms, the comparison highlights that while both methods are effective to some extent, TBLT is distinctly more successful in achieving the ultimate goal of language learning: communicative competence. Taken together, the statistical evidence strengthens the argument that adopting TBLT in secondary education not only enhances linguistic knowledge but also equips learners with the communicative strategies required in real-world contexts.

Table 3. Independent-Sample t-Test Results Between Groups (Post-Test Scores)

Group Comparison	Mean Difference	t	df	p-value	Effect Size (Cohen's d)
Experimental vs. Control	11.93	7.01	58	< .001	1.28 (large)

The independent-sample t-test indicates that there is a very significant difference between the post-test of the experimental and control groups ($t = 7.01$, $p < .001$). The difference of 11.93 points is very favorable to TBLT group. The meaning of the effect size ($d = 1.28$) is that the TBLT intervention has a big and significant effect in comparison to the traditional approaches. The evidence obtained in the current research project throws the light on the transformative nature of Task-Based Language Teaching (TBLT) when it comes to determining not only the language skills of students who attend high schools but also the organizational and managerial aspects of the learning process in the classroom. The communicative competence that has been operationalized through the combination of grammatical, sociolinguistic, discourse and strategic elements is not just a concern of personal competence but also the effectiveness of instruction design and educational administration (Kanwit & Solon, 2022). In this light, TBLT implementation is a paradigm shift that disrupts standardized top-down, curriculum-based models that prevail in most Indonesian secondary schools. The larger implication on the management of education is deep-seated: teachers and administrators must start to rethink classroom dynamics as dynamic interactive systems, as opposed to static content delivery systems (Shardakova, 2022).

The successful implementation of TBLT requires detailed planning, allocation of resources, and professional development of the teacher, which overlap with the managerial aspect of school functioning. The evidence of this paper indicates that TBLT could trigger the increase of student engagement and quantifiable improvements in communicative competence. Nevertheless, these benefits will depend on the ability of educators to create meaningful tasks, scaffold, and offer constructive feedback on time. This becomes particularly critical in terms of management as it is necessary not only to invest in the ongoing training of the teachers but also to make sure that the pedagogical innovations are not only adopted but integrated into the very fabric of the school functioning. Those institutions that do not institutionalize such support run the risk of disproportionate results, where individual teacher knowledge is the defining aspect of the success of TBLT as opposed to systemic application. Out of classroom, TBLT brings a new dimension into the education performance management. Formal evaluation methods with the emphasis on memorizing and discrete point testing do not reflect the interactive and strategic nature of language use. The effective implementation of TBLT consequently requires a shift in assessment policies towards performance-based assessments which are consistent with real-life communication outcomes (Noroozi & Taheri, 2022).

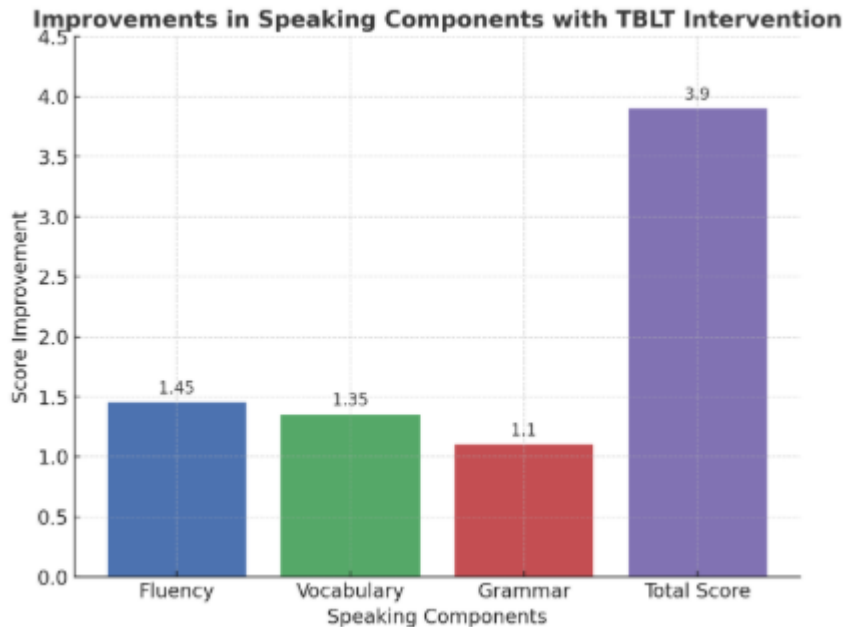


Figure 1. Improvements in Speaking Components with TBLT Intervention

This means that school administrators must balance the frame of curricular accountability with the innovations in pedagogy so that teacher testing and student testing can both demonstrate the level of competence in authentic communication, as opposed to structural knowledge that could be limited to a smaller range (Korkmaz, 2022). This kind of alignment is core to the development of an ecosystem of education where innovation can be sustained over time. The results also provoke conventional beliefs about the portability of innovative instructional approaches in the context of the public school. The high schools of Indonesia, with extensive classrooms, examination-focused cultures, and uneasy expertise of teachers, pose complicated limitations that would theoretically restrict the implementation of TBLT. However, the results of this study indicate that in case of a task well designed and consistent with the already developed communicative competences of the students, it is possible to achieve substantial progress in communicative competence despite such limitations (Babapour et al., 2022). It has strategic implications on the part of educational management: instead of considering contextual challenges as a hindrance, they should be redefined as an opportunity to innovate, and managers should maximize the use of resources, organize schedules, and plan lessons in groups (Bankins et al., 2024).

In addition, the collaborative aspect of TBLT, meaning negotiation, and problem-solving reflect skills that are appreciated in the 21st-century organizational and management setting. When

these skills are nurtured, TBLT not only builds language proficiency but also builds the cognitive and social competencies of the students and these are essential in an effective participation in complex institutional setting. In such a manner, the language education is intertwined with the general human resource and competency management principles: communicative competence is not only an educational resource but also an organizational one, and students have an increased chance of leading, working in teams, and developing adaptive problem-solving in future academic or professional situations (Shchur et al., 2022). Critically, though, the study highlights the necessity of the continuing assessment and feedback systems in TBLT implementation. Although statistical results show a substantial change, long-term institutional influence is impossible without constant monitoring of the design of tasks and faculty facilitation and participation of learners (Vakaliuk et al., 2021). The lack of integrating such feedback loops can lead to the decline in effectiveness in the long run, which is why it is a management imperative to incorporate reflective practices in the functioning of schools. What it means is that TBLT is not to be viewed as a standalone teaching and learning innovation but as a systemic one that needs strategic management, alignment of resources, and organizational commitment.

The policy and curriculum design implications are also rather persuasive. The present paper contributes to the argument in favor of curricular reforms in which task-based and communicative strategies are focused on by demonstrating the quantifiable advantages of TBLT in a high school setting. TBLT is advised to education managers and policymakers not only to think of TBLT as a classroom approach but also as a way of designing integrated instructional programs, in which assessment, teacher learning, and learner experience are integrated into one coherent management strategy (Kim, 2024). This type of thinking makes TBLT more of a management tool rather than a pedagogical tool to bring the practice of teaching in line with the strategic goals of the institution. The wider value of the study is that it can be used as evidence-based educational management. The study enhances the knowledge base of TBLT to make decisions at various levels including classroom, school, and district since it offers solid quantitative information on the effect of TBLT. Empirical justification is given to managers to pursue communicative and learner-centered approaches, and at the same time undertake logistical, structural, and professional development factors that impact the success of implementation (Orpa, 2025; Kamal et al., 2024; Peng & Pyper, 2021). Overall, the TBLT becomes an effective and even a strategically fitting model of pedagogical innovation, which is practically feasible and, at the same time, systemically compatible with the management of the secondary school.

CONCLUSION

The current research proves that the Task-Based Language Teaching (TBLT) is a very efficient teaching method to help high school students develop communicative competence that can deliver significant results in terms of grammatical, sociolinguistic, discourse, and strategic aspects of language usage. In addition to the short-term effect on student performance, the results highlight the essential overlap between pedagogical innovation and educational management and that TBLT can only be successful with strategic planning, teacher development, and coordination of assessment and instructional systems. Placing communicative competence as a learning outcome and an organizational resource, this paper offers strong arguments to school administrators and policymakers in terms of rewording the concept of language instruction as an interactive process that enables not only the development of linguistic competence but also teamwork, problem-solving, and flexibility competencies as critical areas of 21st-century education and practice. As a result, the study confirms that TBLT must be implemented in a systematic manner concerning curriculum, operational procedures, and teacher education curriculums, and can be viewed as an exemplar of evidence-based, strategically configured innovation, which improves the quality of education, as well as the effectiveness of the institution.

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