

## **TASK-BASED LANGUAGE TEACHING FOR WORKPLACE-ORIENTED SPEAKING IN VOCATIONAL EDUCATION: A QUALITATIVE CASE STUDY**

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### **Abstract**

English instruction in many vocational schools remains dominated by traditional grammar-focused approaches that offer limited opportunities for authentic speaking practice and do not align with students' practical learning styles. This study aims to explore the implementation of Task-Based Language Teaching (TBLT) in speaking instruction at a vocational high school and to examine students' and teachers' experiences, perceived relevance, and challenges in using TBLT to prepare for workplace communication. Using a qualitative case study design, the research was conducted in one vocational high school within the construction and sanitation program. Data were collected through classroom observations, semi-structured interviews with one English teacher and selected students, and document analysis. The data were analyzed using thematic analysis to identify recurring patterns related to the implementation and impact of TBLT. The findings indicate that TBLT offers meaningful opportunities for students to practice speaking through real-world tasks such as job interview simulations, client-worker role-plays, and technical presentations. Students perceived these activities as relevant to their future careers and reported increased confidence and fluency in speaking English. However, affective factors, such as anxiety and linguistic limitations, remained challenges, particularly during the initial stages of implementation. The study concludes that TBLT is a relevant and practical approach for teaching speaking in vocational contexts, as it supports workplace-oriented communication and aligns with vocational students' learning needs.

**Keywords:** Task-Based Learning Teaching, English Education, Vocational School.

## **INTRODUCTION**

English language proficiency, particularly in productive skills such as speaking and writing, has become increasingly crucial in the era of globalization and rapid digital transformation. English is no longer merely an academic subject but a key competence required for participation in the global workforce. In Indonesia, although English has been formally included in the national curriculum since elementary school, students' overall proficiency remains relatively low. According to the 2023 EF English Proficiency Index (EF EPI), Indonesia ranks 79th out of 113 countries, with a score of 469, placing it in the low proficiency category (Dariyanto, 2024). This condition raises serious concerns regarding the readiness of Indonesian graduates, particularly vocational school students, to compete in an increasingly globalized labor market.

Labor market projections further reinforce the urgency of improving English proficiency. The Future of Jobs Survey 2024, published by the (World Economic Forum, 2025), highlights that analytical thinking, adaptability, and interpersonal skills such as empathy, collaboration, and active listening will be among the most essential competencies required in the workforce by 2025. For vocational high school (Sekolah Menengah Kejuruan/SMK) students, who are expected to enter the workforce immediately after graduation, these competencies are especially vital. Effective communication, particularly spoken English, is crucial for enabling graduates to interact with clients, supervisors, and colleagues in professional contexts.

However, despite these increasing demands, English instruction in many Indonesian schools, including vocational institutions, continues to rely heavily on traditional teaching

approaches. Methods such as grammar-translation and product-oriented instruction remain dominant (Lie, 2007; Richards, 2006). These approaches focus primarily on memorizing grammatical rules and on written exercises, offering limited opportunities for students to engage in meaningful communication (Richards, 2006). As a result, students often remain passive during lessons and struggle to apply their English knowledge in authentic, real-life situations (Kirkpatrick, 2012). This mismatch between instructional practices and workplace communication needs contributes to students' low confidence and limited speaking competence (Hamied, 2012).

As an alternative to traditional approaches, Task-Based Language Teaching (TBLT) has gained increasing attention as a practical pedagogical framework for developing communicative competence. TBLT places authentic, goal-oriented tasks at the center of learning, encouraging students to use English actively and meaningfully to complete communicative objectives. Empirical evidence supports the effectiveness of TBLT across various language skills. For instance, (Hasan Alisoy Huseyn Oglu, 2023) Demonstrated that TBLT significantly enhanced EFL learners' writing skills, including sentence mechanics, vocabulary use, content development, and organization.

A growing body of research further suggests that TBLT is particularly suitable for vocational education settings due to its emphasis on practical application and contextual relevance. (Wiratma & Yuliamastuti, 2023) Found that a locally contextualized TBLT approach integrated with ethnochemical content effectively improved vocational students' scientific explanation skills, demonstrating the adaptability of TBLT across disciplines and cultural contexts. Similarly, (Maharani & Hamid, 2024) Reported that task-based digital worksheets significantly improved vocational students' conceptual understanding and learning motivation, highlighting the potential of TBLT in technology-enhanced learning environments.

In the domain of speaking skills, several studies have provided strong evidence of the effectiveness of TBLT. (Zaigham, 2024) conducted a longitudinal study and found that learners who engaged in communicative tasks such as role-plays and group discussions showed marked improvements in fluency, accuracy, and grammatical complexity. Furthermore, studies by Ayub Khan et al. (2022) and Keshmiri & Mehrparvar (2023) Revealed that interprofessional task-based learning enhanced collaboration, communication, and knowledge transfer in real workplace settings, reinforcing the close relationship between TBLT and workforce readiness.

In the Indonesian context, research by (Hima et al., 2021; Mulyadi et al., 2021; Prianty & Wijayanto, 2021) Consistently indicates that TBLT significantly improves students' speaking skills, particularly in terms of fluency and accuracy. Teachers involved in these studies acknowledged that TBLT provides more meaningful and contextually relevant learning experiences. Nevertheless (Hima et al., 2021) also reported that many teachers faced uncertainty in designing and implementing task-based instruction independently. Although teachers developed more positive perceptions of TBLT after observing its classroom impact, they often struggled to create and adapt task-based materials without adequate professional support.

Despite the growing recognition of TBLT's effectiveness, its implementation in Indonesian schools remains limited. Several challenges have been identified, including insufficient teacher training, limited instructional resources, and resistance to shifting from traditional, form-focused approaches to communicative methodologies. Within the framework of English for Specific Purposes (ESP), (Mulyadi et al., 2021) recommended integrating TBLT with technology-enhanced strategies, such as role-play, to further strengthen students' speaking performance, particularly in professional and workplace contexts.

Although numerous studies have highlighted the benefits of TBLT, research specifically examining its implementation in vocational high schools, particularly in speaking instruction that simulates real workplace experiences such as job interviews, technical

discussions, and project presentations, remains limited. Most existing studies in Indonesia focus on general EFL contexts or writing skills, without thoroughly examining how teachers design, implement, and assess speaking tasks in upper-level vocational classrooms. This gap underscores the need for research that explores TBLT implementation from both teacher and student perspectives in vocational education.

The post-COVID-19 educational landscape further emphasizes this need. The pandemic accelerated the adoption of digital and blended learning models, creating new challenges and opportunities for language instruction. (Parmawan et al., 2022) Demonstrated that online-mediated TBLT using platforms such as Google Classroom effectively improved students' writing skills. However, empirical research on the implementation of TBLT for vocational speaking instruction in both face-to-face and online learning contexts remains scarce.

At Vocational High School Surabaya, the research site for this study, several English teachers have begun integrating TBLT into their instruction, particularly for 12th-grade students in the construction, building, and sanitation departments. These instructional efforts focus on developing speaking skills through practical, task-based activities aligned with workplace communication needs. Nevertheless, the implementation of TBLT in this context remains limited and has not been systematically examined.

Therefore, this study aims to explore how Task-Based Language Teaching is implemented in speaking instruction at a vocational high school, to identify challenges encountered during implementation, and to examine its impact on students' workplace-oriented speaking skills. By addressing this gap, the study seeks to contribute to both the theoretical development and practical improvement of English language teaching in vocational education. The findings are expected to provide valuable insights and recommendations for teachers, curriculum developers, and policymakers in enhancing the quality and relevance of English instruction for vocational students.

## METHOD

This study employed a qualitative case study design to examine the implementation of Task-Based Language Teaching (TBLT) in speaking instruction at a vocational high school. A qualitative approach was selected because the study aimed not to measure the effectiveness of TBLT through numerical comparison, but to gain an in-depth understanding of how TBLT was implemented in a real classroom context and how both teachers and students experienced it. Qualitative research enables researchers to capture participants' perspectives, experiences, and meanings, which are essential for examining instructional practices and classroom interactions.

The case study design was deemed appropriate because TBLT had already been implemented by the English teacher at the school before the study. Rather than introducing a new teaching method, this research aimed to evaluate and document an existing instructional practice to determine whether its implementation was relevant and meaningful for vocational students' workplace preparation. According to (Sugiyono, 2017) Case study research is suitable when a researcher intends to examine a phenomenon in depth within its real-life context. In this study, the phenomenon was the implementation of TBLT for teaching speaking, and the context was a vocational high school specializing in construction and sanitation programs.

Another important consideration in selecting a case study design was the focus on workplace-oriented speaking. This theme is not explicitly addressed in standard English textbooks used in vocational schools. Instead, the teacher adapted and developed it in response to students' needs and workplace demands. Therefore, examining this instructional approach as a case study provides valuable insight into how teachers adapt pedagogical approaches to

prepare students for entering the world of work. The findings of this study are expected to serve as a reference for other vocational schools seeking to implement similar approaches to English-language instruction.

The research was conducted at a vocational high school in Surabaya, Indonesia, specifically within the construction and sanitation program. This program was selected because students in this field must communicate not only with supervisors and coworkers but also with clients about work procedures, materials, and project progress. English-speaking skills are therefore highly relevant to their future professional roles.

The study participants included one English teacher and one Grade 12 class. The teacher was selected for experience in implementing task-based speaking activities. Grade 12 students were chosen because they were in the final year of vocational education and preparing to enter the workforce upon graduation. At this stage, workplace-oriented communication skills are critical.

Purposive sampling was used to select participants. This sampling technique allows researchers to choose individuals most relevant to the research objectives (Sugiyono, 2017). The selection criteria were (1) direct involvement in TBLT-based speaking instruction and (2) willingness to participate in the research. Using purposive sampling, the researcher obtained rich and meaningful data on the implementation of TBLT in vocational speaking instruction.

Data were collected using three primary methods: classroom observation, semi-structured interviews, and document analysis. The use of multiple data collection methods was intended to achieve data triangulation and enhance the credibility of the findings.

Classroom observations were conducted to examine how Task-Based Language Teaching was implemented during speaking lessons. The observations focused on the three main stages of TBLT: pre-task, task cycle, and language focus. During the pre-task stage, the researcher observed the teacher introduce topics, provide contextual input, and prepare students for speaking tasks. During the task cycle, the researcher observed students' participation, interaction patterns, collaboration, and use of English while performing speaking tasks such as role-plays and presentations. In the language focus stage, the researcher observed the teacher's feedback, including corrections of pronunciation, grammar, and vocabulary use.

Observations also documented students' responses to task-based activities, including their engagement, confidence, and willingness to speak English. Field notes were taken to record classroom events, teacher student interactions, and notable student behavior related to speaking practice.

Semi-structured interviews were conducted with the English teacher and selected students to explore their experiences, perceptions, and challenges related to implementing TBLT. Semi-structured interviews were chosen because they provide flexibility while maintaining a clear focus on the research objectives.

The interview with the teacher covered several aspects, including reasons for choosing TBLT, strategies for designing workplace-oriented speaking tasks, classroom management, assessment of speaking performance, and challenges encountered during implementation. The teacher interview instrument was developed by the researcher, based on the study's objectives and relevant literature on Task-Based Language Teaching and vocational English instruction, to ensure alignment with the study's focus. Student interviews explored perceptions of task relevance, confidence in speaking English, difficulties encountered during speaking activities, and perceived preparation for workplace communication. The researcher similarly developed the student interview guide by adapting indicators from previous studies on TBLT and speaking competence, and it was reviewed to ensure clarity, relevance and suitability for vocational high school students.

All interviews were conducted in a comfortable setting to encourage participants to express their views openly. With participants' consent, interviews were recorded and later transcribed for analysis.

Documentation analysis was conducted to support and triangulate data from observations and interviews. Documents analyzed in this study included lesson plans, speaking task instructions, worksheets, and samples of students' task outputs. These documents provided additional evidence of how TBLT was planned and implemented in the classroom and helped confirm consistency between instructional design and classroom practice.

Data analysis in this study followed the interactive model of qualitative data analysis proposed by (Miles & Huberman, 1994), which consists of three main components: data reduction, data display, and conclusion drawing/verification. This model enables researchers to analyze qualitative data systematically and continuously throughout the research process.

To support systematic analysis, this study employed thematic analysis as the primary analytical approach. Thematic analysis was chosen because it enables the researcher to identify, analyze, and interpret recurring patterns or themes within qualitative (Braun & Clarke, 2006). This approach was considered appropriate because the study aimed to explore experiences and perceptions related to TBLT implementation rather than to test predetermined hypotheses.

The thematic analysis was conducted through manual coding. The researcher served as the primary instrument of analysis because of direct involvement in classroom observations and interviews, which provided contextual understanding of the data. Manual coding enabled careful examination of words, phrases, and statements in observation notes and interview transcripts to avoid misinterpretation. The coding process involved several stages: familiarization with the data, generating initial codes, grouping codes into potential themes, reviewing themes, and defining final themes (Braun & Clarke, 2006).

To enhance the credibility and accuracy of the analysis, the manual coding process was validated using a qualitative data analysis application. This validation ensured coding consistency and minimized researcher bias.

To ensure the trustworthiness of the findings, this study used methodological triangulation by comparing data from observations, interviews, and documentation. Member checking was conducted by returning interview transcripts to participants to confirm the accuracy of the recorded information. These strategies enhanced the credibility and reliability of the research.

Ethical considerations were carefully addressed throughout the study. Institutional permission was obtained before data collection. Participants were informed of the research purpose, and participation was voluntary. Confidentiality and anonymity were maintained by using pseudonyms for participants and excluding identifying information from the research report.

## **FINDINGS AND DISCUSSION**

### **Findings**

This section presents the study's findings, based on data collected through classroom observations, semi-structured interviews with one English teacher and selected Grade 12 vocational students, and document analysis. The findings are organized into thematic categories that reflect how Task-Based Language Teaching (TBLT) was implemented to teach speaking, how teachers and students experienced it, and how it supported students' preparation for workplace communication in the construction and sanitation fields.

## 1. Task-Based Language Teaching Facilitates Workplace-Oriented Speaking Practice

One of the most prominent findings of this study is that TBLT facilitated speaking practice that closely resembled workplace communication. Classroom observations showed that the teacher consistently designed speaking tasks based on real-world situations relevant to students' future professions. These tasks included job interview simulations, role-plays between workers and clients, group discussions of construction procedures, and short presentations explaining technical work processes.

During these activities, students were required to use English to convey meaning, explain ideas, and respond to questions rather than recite memorized sentences. This approach helped students view English as a functional tool for communication. One student explained the importance of speaking practice in relation to workplace needs:

*ND: "Speaking practice is very important because in construction work, we will meet clients. If we cannot explain our work clearly, there will be a misunderstanding."*

Another student highlighted how task-based activities helped connect classroom learning with real job preparation:

*AL: "The interview simulation feels like real work preparation. I learn how to answer questions and explain my skills in English."*

From the teacher's perspective, the use of workplace-oriented tasks was intentional. The teacher emphasized that vocational students need to understand the relevance of English to their future careers:

*VR: "Vocational students are work-oriented. If the task is related to interviewing or explaining procedures, they understand why English is important."*

These findings indicate that TBLT facilitates authentic speaking practice by aligning classroom tasks with real professional communication demands. This alignment supports the development of communicative competence required in vocational workplaces (Ellis, 2024; Zaigham, 2024).

## 2. Speaking Anxiety and Affective Barriers in Task Performance

Despite the perceived relevance of task-based speaking activities, many students experienced affective challenges during the learning process. Anxiety, fear of making mistakes, nervousness, and a lack of confidence were frequently reported, particularly during the initial stages of TBLT implementation. These affective barriers often reduce students' willingness to speak English in front of their peers.

One student expressed fear related to grammatical accuracy and peer judgment:

*AL: "When I speak English, I feel nervous because I'm afraid my grammar is wrong, and my friends will laugh."*

Another student reported anxiety related to a limited vocabulary:

*TM: "Sometimes I know what I want to say, but I don't know the English words, so I stop and feel confused."*

Pronunciation difficulties were also identified as a source of anxiety, especially due to students' regional accents:

*RZ: "Pronunciation is difficult for me. I'm afraid people don't understand my English."*

The teacher confirmed that these affective challenges were commonly observed in the classroom:

*VR: "At the beginning, many students are afraid to speak. They don't want to make mistakes, so they prefer to stay silent."*

These findings reflect the concept of foreign language anxiety, which has been shown to negatively affect learners' willingness to communicate and oral performance in EFL classrooms (Abrar, 2018; Horwitz et al., 2019). However, as discussed in subsequent themes, these affective barriers gradually decreased through repeated task-based practice.

### 3. Linguistic Challenges in Speaking English

In addition to affective barriers, students faced linguistic challenges during task-based speaking activities. Limited vocabulary, grammatical insecurity, and pronunciation difficulties were the most frequently reported issues. These challenges often led students to pause frequently, rely on their first language, or simplify their messages during task performance.

One student explained:

*ND: "My vocabulary is limited, so sometimes I cannot explain my idea completely."*

Another student noted difficulties in sentence construction:

*TM: "I'm not confident with grammar, so I'm afraid to speak because I don't know if my sentence is correct."*

The teacher acknowledged these linguistic limitations and described how they influenced classroom interaction:

*VR: "Students have different levels. Some can speak more fluently, but others struggle with vocabulary and grammar."*

Although these linguistic challenges were evident, classroom observations showed that TBLT allowed students to focus on meaning rather than accuracy during task performance. During communicative tasks such as role play and group discussions, students were encouraged to convey ideas and complete tasks without immediate correction of grammatical errors. This emphasis on message delivery reduced students' fear of making mistakes and increased their willingness to participate orally. As a result, students were more likely to use available linguistic resources, such as limited vocabulary and simple sentence structures, to convey meaning. This meaning-focused interaction provided repeated opportunities for language use, which gradually supported the development of fluency and confidence, while accuracy was addressed during the post-task language focus stage.

### 4. Improvement in Fluency, Confidence, and Willingness to Speak

A key finding of this study is that repeated engagement in task-based speaking activities led to noticeable improvements in students' speaking fluency, confidence, and willingness to speak English. Over time, students became more comfortable expressing ideas orally and showed greater spontaneity during speaking tasks.

One student reflected on changes in fluency:

*ND: "After practicing role-play many times, I can speak more smoothly. I don't think too much before speaking."*

Another student emphasized increased confidence:

*AM: "At first, I was very nervous to present in English, but now I feel more confident and brave."*

Students also highlighted the role of teacher feedback:

*RZ: "When the teacher corrects my pronunciation and grammar, I know my mistakes and try to improve next time."*

From the teacher's perspective, confidence development was one of the most significant outcomes of TBLT:

*VR: "The biggest improvement is their confidence. They are more willing to speak English now."*

These findings suggest that TBLT supports both linguistic development and affective growth by providing repeated, meaningful speaking practice combined with constructive feedback (Bygate, 2012; Skehan, 2016).

## 5. Student Motivation and Career-Oriented Perspectives

Students' awareness of future career needs strongly influenced their motivation to participate in speaking activities. Many students viewed English-language skills as essential for securing employment, communicating with clients, and accessing professional opportunities. This career-oriented awareness shaped how students engaged with task-based speaking activities, as they perceived the tasks not merely as classroom exercises but as simulations of real workplace communication. Speaking tasks, such as job interview simulations, client-worker role-plays, and technical presentations, were interpreted by students as directly relevant to their future professions, thereby increasing their willingness to participate actively. As a result, students demonstrated greater effort, persistence, and engagement during speaking tasks, even when they experienced linguistic difficulties or anxiety. This finding suggests that instrumental motivation related to employment and career advancement played a key role in sustaining students' participation in TBLT-based speaking activities.

One student stated:

*ND: "If I can speak English, I have a better chance of getting a good job."*

Another student expressed aspirations to work abroad:

*TM: "I want to work overseas, so English speaking is very important for me."*

Students also recognized the importance of English in understanding technical information:

*RZ: "Many manuals and information are in English. If we cannot speak English, it is difficult to understand."*

These responses indicate that students' motivation was largely instrumental and career-oriented, reinforcing the relevance of workplace-based speaking instruction in vocational education (Mulyadi et al., 2021).

## 6. Teacher Perspectives on TBLT Implementation and Classroom Constraints

The final theme examines teachers' perspectives on implementing TBLT. The teacher viewed TBLT as an appropriate approach for vocational education because it emphasizes practice and authentic communication rather than theory. However, several practical constraints were identified.

One major challenge was limited instructional time:

*VR: "Speaking activities take a lot of time, especially when we want to give feedback to all students."*

Large class size and varied proficiency levels also affected implementation:

*VR: "Some students are active, but others need more encouragement. Their levels are different."*

Despite these challenges, the teacher expressed a positive attitude toward TBLT:

*VR: "Even with limitations, TBLT is suitable for vocational students because they need real practice, not only grammar."*

Overall, the findings indicate that TBLT offers meaningful opportunities for vocational students to develop workplace-relevant speaking skills, while also highlighting affective, linguistic, and contextual challenges that influence its implementation.

## Discussion

This section discusses the findings in relation to the research objective, theories of Task-Based Language Teaching (TBLT), speaking skill development, affective factors in language learning, and the vocational education context. The discussion also highlights the study's contribution to workplace-oriented English instruction in vocational high schools.

The findings indicate that Task-Based Language Teaching is highly relevant to vocational education, particularly for programs such as construction and sanitation, where learning is inherently practice-oriented. Vocational students are accustomed to learning through tasks, procedures, and hands-on activities. TBLT mirrors these characteristics by positioning functions as the central unit of instruction and requiring learners to use language to achieve communicative goals. This alignment explains why students in this study perceived task-based speaking activities as meaningful and relevant to their future careers.

Ellis (2024) emphasizes that TBLT supports language development through meaningful interaction and the use of language to accomplish real-world tasks. The findings of this study support this view, as students demonstrated higher engagement and participation when speaking tasks resembled workplace situations such as job interviews, client-worker interactions, and technical explanations. By focusing on task completion rather than isolated language forms, students were encouraged to communicate meaningfully, reflecting authentic language use in professional contexts.

Speaking competence emerged as a critical component of workplace readiness for vocational students. In construction and sanitation industries, spoken communication is essential for explaining work procedures, clarifying instructions, coordinating tasks, and interacting with clients. The findings show that task-based speaking activities enabled students to practice these communicative functions in simulated workplace contexts.

This supports previous research suggesting that speaking ability is a key indicator of communicative competence in professional environments (Zaigham, 2024). Through repeated engagement in task-based activities, students became more aware of the importance of clarity, fluency, and appropriateness in oral communication. Such awareness is crucial for avoiding misunderstandings that may affect safety and work efficiency in technical fields.

The findings also reveal that speaking anxiety initially hindered students' participation in speaking activities. Fear of making mistakes, limited vocabulary, and lack of confidence were common challenges, consistent with studies on foreign language anxiety (Abrar, 2018; Horwitz et al., 2019). However, the findings indicate that these affective barriers gradually decreased as students became familiar with task-based instruction.

Repeated task performance enabled students to build confidence and reduce anxiety by providing a supportive environment in which communication was prioritized over immediate accuracy. Peer collaboration during tasks further reduced anxiety by distributing responsibility and creating opportunities for mutual support. This finding aligns with (Brown & Abeywickrama, 2004)) argument that lowering affective filters is essential for facilitating language production, particularly in speaking activities.

Although students faced linguistic challenges related to vocabulary, grammar, and pronunciation, TBLT enabled them to participate actively in speaking tasks despite these limitations. The focus on meaning during task performance encouraged students to use available linguistic resources to communicate ideas, while feedback provided during post-task stages supported gradual improvement in accuracy.

Research on task repetition suggests that repeated engagement in similar tasks can improve fluency and reduce cognitive load, allowing learners to allocate more attention to form and accuracy over time (Bygate, 2015; Skehan, 2016). The findings of this study reflect this process, as students demonstrated increased fluency and confidence after repeated task-based practice.

Previous studies have reported positive effects of TBLT on speaking skills in general EFL contexts (Hima et al., 2021; Mulyadi et al., 2021). However, most of these studies focus on general education settings rather than vocational high schools with explicit workplace-oriented goals. This study extends existing research by demonstrating how TBLT can be adapted to vocational education to support professional communication needs.

Moreover, this study contributes to the literature by emphasizing participants' experiences and perceptions rather than solely focusing on learning outcomes. By examining both teacher and student perspectives, the study provides insight into the practical realities of implementing TBLT in vocational classrooms, including contextual constraints such as limited instructional time and varied proficiency levels.

The findings of this study have several important implications for vocational English education.

First, English instruction in vocational high schools should prioritize workplace-oriented speaking skills. Teachers are encouraged to design speaking tasks that reflect real professional communication situations, such as job interviews, client interactions, and technical explanations. Such tasks help students understand the relevance of English and prepare them for actual workplace demands.

Second, curriculum developers should consider integrating workplace communication themes into vocational English curricula. Although these themes may not be explicitly included in textbooks, teachers can adapt and develop materials to meet students' professional needs. This study demonstrates that teacher initiative plays a crucial role in bridging the gap between curriculum content and workplace requirements.

Third, teacher training programs should guide the implementation of TBLT effectively in vocational contexts. Professional development opportunities focused on task design, classroom management, and speaking assessment can enhance teachers' confidence and instructional effectiveness.

Finally, vocational schools should recognize speaking competence as a core component of employability. Preparing students for workplace communication before graduation can enhance their readiness for employment and reduce the risk of miscommunication in professional settings.

## CONCLUSION

This study examined the implementation of Task-Based Language Teaching in speaking instruction at a vocational high school. It assessed its relevance to preparing students for the workplace. The findings indicate that TBLT is an essential and appropriate approach for vocational education because it emphasizes authentic tasks and direct practice that align with students' learning characteristics and workplace needs.

Through task-based speaking activities, students had meaningful opportunities to practice English in realistic contexts. Repeated practice and feedback improved fluency, confidence, and willingness to speak. Although affective and linguistic challenges were present, TBLT supported the gradual development of speaking competence and reduced students' anxiety over time.

Overall, this study underscores the importance of integrating task-based, workplace-oriented speaking instruction into vocational English education. By adopting TBLT, vocational schools can better prepare students for professional communication, enabling them to interact effectively with clients, explain procedures clearly, and avoid misunderstandings in the workplace.

Despite its contributions, this study has several limitations. First, the research was conducted at a single vocational high school, limiting the generalizability of the findings. Second, participants were drawn from a single class in the construction and sanitation program; therefore, the results may not generalize to students in other vocational majors. Third, the study involved only one English teacher, and the findings may reflect that teacher's instructional practices and contextual factors.

Future research is recommended to involve multiple vocational schools, diverse study programs, and larger participant groups. Longitudinal studies may also be conducted to examine the long-term impact of TBLT on students' workplace communication skills. Further research could explore collaboration between vocational schools and industry partners to strengthen the relevance of task-based speaking instruction.

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