

## EXPLORING TREND OF TECHNOLOGY INTEGRATED IN TBLT FOR ENHANCING EFL LEARNERS SPEAKING SKILLS: A SYSTEMATIC REVIEW IN INDONESIAN EFL CONTEXT

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### ABSTRACT

The fast incorporation of digital tools into language instruction has transformed speaking pedagogy in EFL classrooms. This systematic literature review maps recent trends, task types, educational levels, and publication pattern in technology-integrated Task-Based Language Teaching (TBLT) for speaking instruction in Indonesia. Guided by PRISMA procedures, empirical studies published between 2020–2025 and indexed in SINTA 1–4 were gathered from Open Knowledge Maps and manual journal database searches. A total of 593 records (39 from Open Knowledge Maps and 564 from 129 journals from SINTA database) were initially identified. Out of the initial pool, 16 studies met the inclusion criteria and were analyzed using qualitative thematic synthesis. The synthesis reveals a significant paradigm shift from traditional, spontaneous classroom interactions before 2020 toward technology-mediated, reflective, and product-oriented task designs post-2020. Among the identified tasks, digital video recording emerges as the most dominant type (6 studies), which foster authentic audience engagement and learner autonomy. Traditional tasks like role-play remain present (7 studies), while a notable gap is identified where 2 studies failed to explicitly define their task parameters. Geographically and institutionally, research heavily clusters around secondary and higher education levels, leaving a critical methodological deficit in primary education. These findings offer crucial pedagogical implications for Indonesian EFL practitioners. It is important to emphasize that technology is intended to facilitate meaningful communication instead of being used simply as a source of novelty. Furthermore, it highlights the need for balanced future research addressing younger learners and performance-based outcomes over mere perception data.

**Keywords:** *task based; speaking; technology integration*

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## INTRODUCTION

Speaking competence plays a crucial role in English language instruction in Indonesia. Speaking is widely recognized as one of the most important productive skills because it enables learners to convey ideas, negotiate meaning, and engage in authentic interpersonal interaction (Brown,



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2000; Harmer, 2007). Effective oral communication requires learners to use language spontaneously in real-time interactions rather than merely understand language structures theoretically (Luoma, 2004; Richards, 2008). The importance of developing speaking proficiency has become increasingly evident not only in Indonesia but also across EFL contexts worldwide, in line with the growing role of English in international communication (Rohmah, 2005). Consequently, achieving speaking fluency is vital for EFL learners in various instructional contexts.

In Indonesia, where English is a foreign language, students at all educational levels continue to struggle with speaking fluency. Numerous studies have identified various speaking difficulties among Indonesian students, including limited fluency, inaccurate pronunciation, restricted opportunities for speaking practice, cultural knowledge gaps, and grammar-oriented teaching methods that emphasize accuracy over fluency despite the formal implementation of English instruction across educational levels (Sabil, 2020; Sugiyanto et al., 2025; Wahyuningsih & Afandi, 2020). These approaches typically result in passive classroom engagement by lowering students' motivation and limiting opportunities for meaningful language usage (Prianty et al., 2022). As a result, even after years of English instruction, many students still struggle with effective communication.

In response to these challenges, Task-Based Language Teaching (TBLT) appears as a potential teaching strategy. Based on the principles of communicative language teaching, TBLT shifts the focus from language acquisition to using the language as a tool to accomplish pertinent, useful tasks (Nunan, 2010). This approach, which is supported by educational theories that emphasize experiential learning, is predicated on the notion that real-world application and interaction are the best ways to learn a language (Brown, 2000). A study by Lume and Hisbullah (2022) claim that by focusing on message transfer and authentic interaction, TBLT improves students' speaking ability, fluency, and general competency.

This synthesis leaves a significant gap in understanding the extent to which TBLT has been contextualized in the Indonesian EFL setting. Specifically, existing studies remain fragmented, with limited synthesis across educational levels and task types and their implementations in speaking instruction. This study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure a systematic, transparent, and rigorous review process (Page et al., 2021). This study aims to map pedagogical trends in TBLT within the Indonesian EFL context by identifying dominant task types, evaluating its efficacy across various educational levels, and analyzing publication trends in Indonesian TBLT research. The findings are expected to provide insights for teachers, curriculum developers, and researchers by highlighting underexplored areas of TBLT research in the Indonesian EFL context and informing future pedagogical practices and directions for further research.

## LITERATURE REVIEW

Task-Based Language Teaching (TBLT) has been widely recognized as an effective task-oriented pedagogy that promotes the use of language to complete meaningful tasks rather than focusing solely on language forms (Nunan, 2010; Richards & Renandya, 2022). TBLT, based on communicative language teaching concepts, encourages genuine engagement and experiential learning in language classrooms (Brown, 2001). Previous studies have also reported that TBLT contributes to the improvement of students' communicative competence and interactional fluency (Lume & Hisbullah, 2022; Nugrahaeni, 2022).

The impact of TBLT has been further enhanced by the incorporation of TBLT within digital resources and sites. EFL learners' oral production can be significantly enhanced by using mobile-assisted TBLT, as evidenced in previous work from diverse contexts such as China and Taiwan (Fang et al., 2021; Jia & Lu, 2025). These researches can prove that the application of TBLT combined with technology-enhanced learning leads to improved students' speaking skills. Similarly, Indonesian technology-based TBLT programmes such as video creation for speaking performance for an online audience have reported promising effects on students' speaking communication ability (Widiastuti et al., 2022). This integration of TBLT and technology helps to overcome the limitations imposed by classroom time and space, allowing students more room for practicing and engaging with linguistic forms. Video-based speaking tasks have also revealed that technology-mediated TBLT has an effect on enhancing students' oral fluency (Menggo et al., 2022). Because of these advantages, the use of digital tools in TBLT is especially relevant in situations when speaking time is limited, like Indonesian EFL settings.

Although these studies present compelling empirical evidence of the efficacy of technology-mediated TBLT, many studies focus primarily on outcomes and report gains in learning performance without rigorous investigation into task design, implementation, and sustainment across varying educational environments. In addition, previous studies tend to investigate TBLT implementation separately across educational levels, resulting in fragmented findings and limited comparative understanding of its application in Indonesian EFL contexts. While research conducted in secondary (Helmie et al., 2024; Qomaruddin, 2023), higher (Firdaus et al., 2025; Widiastuti, 2025), and primary education (Haerudin et al., 2024) consistently demonstrates its effectiveness, these findings remain fragmented across different educational levels, making it difficult to synthesize key aspects such as task design, implementation procedures, and sustainability of TBLT practices into a comprehensive perspective. Therefore, a systematic literature review (SLR) is required to systematically synthesize these fragmented findings and provide a more coherent and comprehensive understanding of technology-mediated TBLT implementation in Indonesian EFL contexts.

In addition, many studies report successful implementations without critically examining the contextual constraints that may influence TBLT practices. Moreover, while researchers often highlight TBLT's benefits, the challenges of implementation, such as teachers' limited understanding of

task-based methodology, time constraints, and varying technological access are less frequently analyzed (Wulaningsih et al., 2025). These issues create uncertainty about how TBLT has been contextualized in Indonesian EFL environments and what factors facilitate or hinder its success.

## **METHOD**

This study conducted a systematic literature review using the PRISMA methodology to collect and assess research on Task-Based Language Teaching (TBLT) for teaching speaking in Indonesian EFL context. PRISMA organizes each phase of the article selection process, ensuring a clear and transparent review procedure (Page et al., 2021). This approach enables the review to be methodical and repeatable, concentrating on both summarizing and assessing study findings. This review followed four stages: identification, screening, eligibility, and inclusion. Relevant studies were identified, filtered, and checked carefully to meet the inclusion criteria. Although there are only a few high-indexed studies on TBLT in Indonesia, this review includes the most relevant and credible sources to represent the current teaching practices. Both SINTA-indexed and other peer-reviewed journals were used to give a balanced view.

The data for this study were collected through a systematic multi-stage procedure following PRISMA guidelines. The process combined automated database searching and manual verification to ensure comprehensive coverage of experimental studies on TBLT and speaking skills conducted in Indonesia. To begin with, a set of inclusion criteria was established:

1. Empirical research design
2. Publication years 2020–2025
3. Indexed in SINTA 1–4
4. Conducted within the Indonesian EFL context
5. Focused on TBLT and speaking skill development.

These criteria ensured that all publications included were recent, contextually relevant, and of acceptable academic quality. The selected studies were reviewed using a narrative synthesis approach to identify patterns in task types, student educational levels, and the research frequency of technology-integrated TBLT-based speaking instruction. The studies were gathered from the Open Knowledge Maps database using the keyword "task-based learning for improving speaking skill" to collect data. This specific keyword was intentionally selected to ensure precise retrieval aligned with the scope of the study and to minimize irrelevant results. The use of a focused search string in this database was considered appropriate due to the broad and heterogeneous nature of search outputs in automated mapping systems. 39 items were found in the first search. After applying the screening criteria and deleting irrelevant studies, only 3 publications were found appropriate for the final review.

To obtain a more comprehensive dataset, a second search was conducted manually through the SINTA (Science and Technology Index) database. Using the *Journal Search* feature, the keyword “English” was applied and filtered to journals indexed in SINTA 1–4. Initially, 139 journals were identified. After removing 10 duplicate journal entries, 129 journals remained. 3 journals were inaccessible and 5 journals experienced search engine problems, resulting in 121 journals being screened. The combined search algorithms initially identified 593 articles, including 39 from Open Knowledge Maps and 564 from the SINTA database. These records were subsequently subjected to a PRISMA-guided screening and eligibility process to identify studies that satisfied the predefined criteria for inclusion in the final analysis.

Each eligible journal was then accessed individually, and the keyword “task” was deliberately used as a broad search term to capture a wide range of potentially relevant studies within each journal’s internal search engine, and additional keywords “task” were used within the journal’s internal search engine. Through this manual procedure, 14 additional relevant experimental studies were identified. 1 duplicate article identified across both databases was removed. In total, the review included 16 articles that fulfilled all inclusion criteria. All selected studies were analyzed using qualitative thematic synthesis, focusing on the implementation of TBLT procedures, the aspects of speaking skills measured, and the pedagogical implications of task-based instruction in Indonesian EFL as we can see in Figure 1 below:

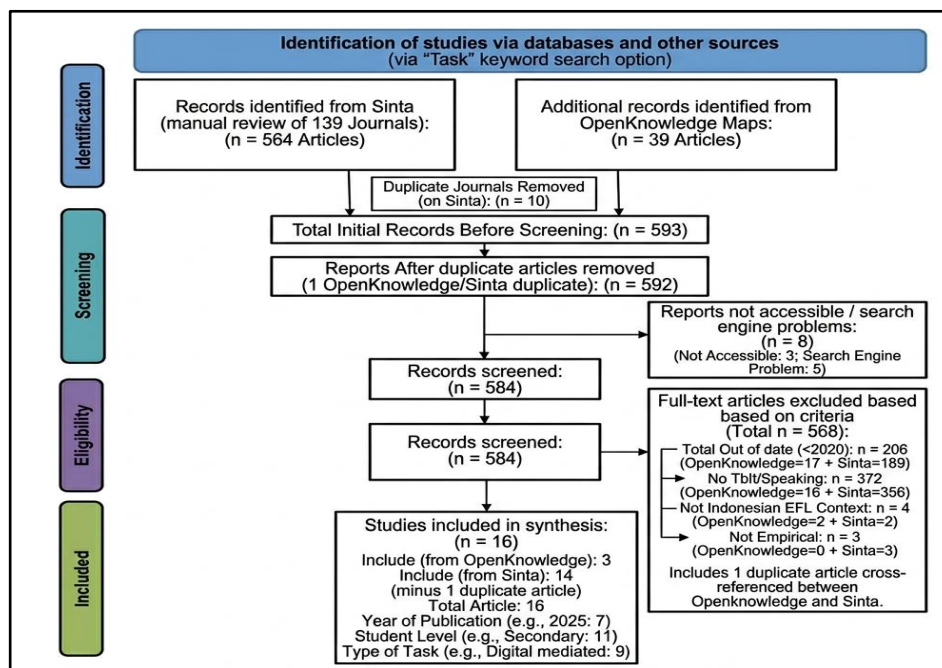


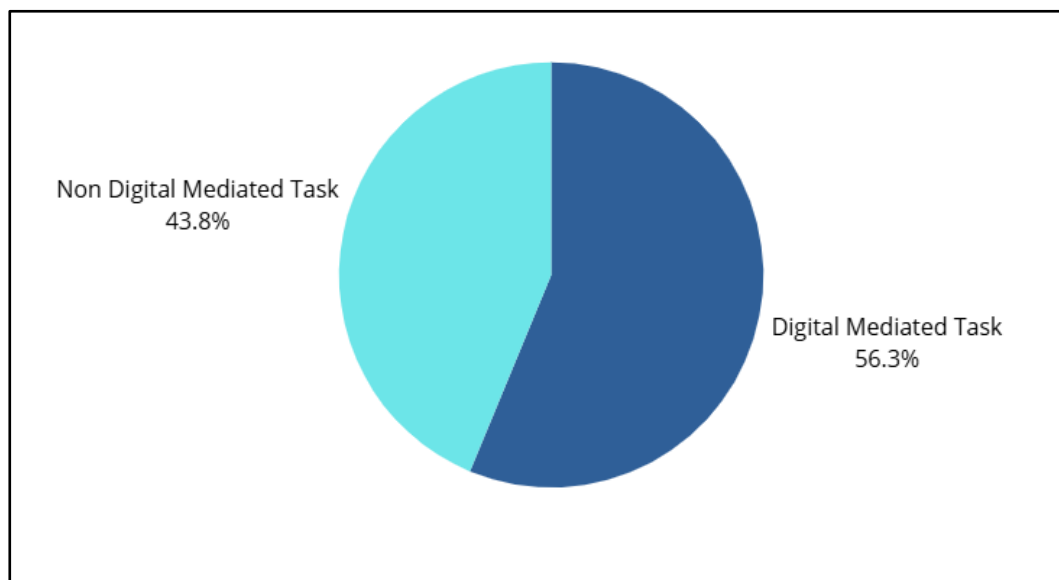
Figure 1. PRISMA Flow Chart of TBLT Study Selection in Indonesian EFL Contexts

## FINDINGS AND DISCUSSIONS

The analysis of 16 empirical studies on the implementation of Task-Based Language Teaching (TBLT) for speaking instruction in Indonesian EFL contexts reveals three major patterns: (1) the task types commonly used, (2) the educational levels at which TBLT is implemented, and (3) publication trends across the five-year scope of the review. The findings are presented below.

### *Task Types Used in TBLT-Based Speaking Instruction*

The review identifies two major task types implemented in TBLT-based speaking instruction, such as digital-mediated tasks and non-digital-mediated tasks (See Figure 2). Video tasks appear most prominently and consistently, with 6 out of 16 studies, such as Sunardi et al. (2023) and Widiastuti (2025), confirming improvements in learners' fluency, pronunciation, and speaking confidence through repeated recording, self-monitoring, and authentic audience engagement. In contrast, traditional tasks such as role-plays and descriptive speaking remain present but less dominant.



**Figure 2. Task Types**

Overall, the findings show that while both categories of task types support speaking improvement, video-based tasks have become the dominant trend in recent Indonesian digital-mediated TBLT research. This pattern shows the prevalence of video-based assignments reflects a larger pedagogical shift in how TBLT is implemented in Indonesian EFL classrooms rather than depending exclusively on spontaneous speech engagement. Recent research favors task designs that allow students to engage in longer planning, practice, and reflection periods. Such flexibility may contribute to more effective task completion and speaking development. The growing preference for video-based tasks may reflect their capacity to facilitate planned speech through opportunities for rehearsal, repeated practice, self-

monitoring, and reflection prior to final production (Sunardi et al., 2023; Widiastuti, 2025). In contrast, traditional speaking activities such as role plays and oral presentations typically require immediate oral production, placing greater demands on spontaneous language use and providing fewer opportunities for revision, particularly for lower-proficiency learners (Afifah & Devana, 2020; Sabil, 2020). This difference may partly explain the increasing prominence of video-based tasks in recent Indonesian TBLT studies. Although traditional speaking tasks are still effective (Putri & Assapari, 2025; Rahmianti et al., 2025), the benefits of technology-mediated tasks are context-based, requiring learners' communication readiness and access to technological resources, with vocabulary limitations and technical constraints often hindering task completion (Helmie et al., 2024; Nurfadhilah et al., 2023).

Moreover, the incorporation of real or near-real audiences, particularly through online contexts, enhances the communicative intent of video-based speaking tasks. A study by Widiastuti et al. (2022), found that awareness of an external audience increases students' motivation and responsibility in completing speaking assignments, thereby reinforcing the principles of authentic communication in TBLT. Similar results were reported by Amsori et al. (2023), who showed that the use of the Anchor Podcast application within a task-based framework contributed to students' speaking development by creating opportunities for purposeful language production in a digital environment. However, such audience-based task designs remain limited in secondary and primary education, indicating a gap in their implementation. In contrast, traditional classroom-based tasks such as role play and descriptive speaking often require immediate oral production, which may constrain learners' attention to accuracy and complexity, particularly among lower-proficiency students (Afifah & Devana, 2020; Sabil, 2020).

In addition, a few studies carry out TBLT without identifying what kinds of activities they involved. Many researchers characterize broad task phases, e.g., pre-task, during-task, and post-task, but do not go much further in discussing specific tasks performed by students. Studies by Sabil (2020) and Sunardi et al. (2023) do not clearly elaborate on the task details in their TBLT implementation, making it difficult to determine whether these turn out to be fully outcome-driven tasks or just structured speaking activities within a task-based framework. While CALL/MALL tasks are less common, they offer specific pedagogical benefits, particularly in terms of delivering rapid and tailored feedback. By giving students access to real-time correction cues, the usage of LMS platforms, and interactive digital environments promotes vocabulary growth and pronunciation correctness (Haerudin et al., 2024).

Taken together, these findings highlight task design as a critical factor influencing how TBLT supports speaking development in Indonesian EFL contexts. The growing dominance of video-based tasks reflects an emerging preference for mediated, reflective, and product-oriented task designs that better accommodate learners' linguistic, cognitive, and affective needs.

## **Educational Levels of Participants**

The results of this study show that the use of Task-Based Language Teaching (TBLT) in teaching speaking is found at all levels, including primary, secondary, and tertiary levels, which indicates that TBLT approach seems to be suitable for learners with various cognitive, linguistic and developmental differences.

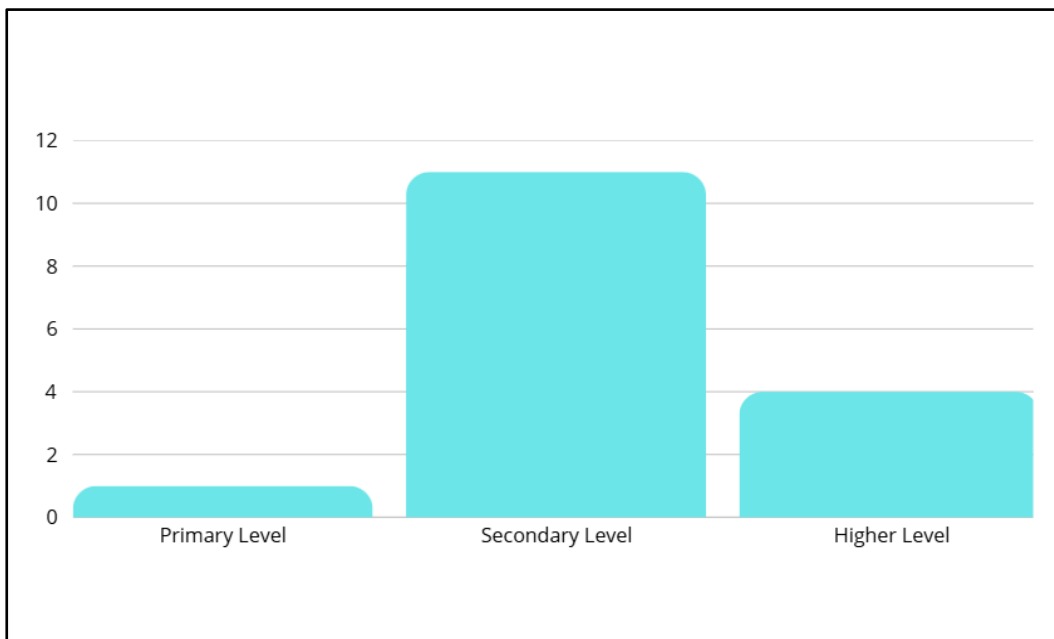
TBLT is applied in primary, secondary and higher education and it seems flexible enough to be adapted for different needs. At the elementary level, the tasks are simpler and more visually assisted. For example, a study by Haerudin et al. (2024) indicates that speaking activities supported by Wordwall could enhance students' participation and use of vocabulary. The evidence reported here indicates that at the primary level, task success is strongly facilitated by engaging, low-anxiety modalities focusing on participation and simple oral production rather than on linguistic complexity. Young learners thrive on short, game-like, visually supported tasks which help children to concentrate on meaning-making and build up their confidence in speaking. However, the small number of primary research studies at the primary level that were found to be eligible for inclusion in this review suggests that there has been little empirical investigation into TBLT speaking implementation at the primary level.

At the secondary level, older students do more sophisticated designs often involving digital tools as well as video (Nurhadi et al., 2024; Putri & Assapari, 2025). At this stage, learners are generally more capable of handling cognitively demanding tasks that require collaboration, problem-solving, and extended oral interaction. By now, the students are more prepared to undertake organized speaking activities that involve longer stretches, student-to-student interaction and a meaningful use of language. The results indicate that secondary TBLT can work as a phase of transition in which communicative requirements and linguistic facilitation are balanced. The dominance of secondary-level studies in this review may also reflect the increasing emphasis on communicative competence within secondary education curricula, as well as learners' readiness to participate in more complex task-based activities. Similarly, tertiary-level studies have increasingly integrated authentic and technology-mediated speaking tasks to support learners' communicative development (Sunardi et al., 2023; Surahman & Ma'sum, 2025; Widiastuti, 2025). Yet at this level, few studies provide much depth in terms of the sequencing of tasks (e.g., pre-task planning or post-task reflection), it is hard to judge how consistently TBLT is being implemented across teaching sites.

At the level of higher education, TBLT tasks also entail more advanced oral production and multimodal output. Studies by Widiastuti et al. (2022) and Sunardi et al. (2023), have achieved significant progress in academic speaking performance and accuracy as well as digital literacy. University-level students are often involved in complicated product-based tasks such as video making, public speaking assignments and networked audience performances. These activities require greater autonomy, critical thought and self-regulation, allowing students to put their linguistic, pragmatic and technology

skills into practice all at once. Results also consistently suggest that higher education environments could be an appropriate context for video-mediated as well as CALL-supported TBLT due to learners' cognitive level and accessibility of technology, sufficiently pooling resources in order to cope with the task performance involved.

Overall, the findings demonstrate that TBLT is widely used at all educational levels, with secondary education having the highest frequency of studies and higher education coming in second with only a slight difference (See Figure 3). This distribution indicates that adolescent and tertiary EFL contexts have received the majority of research focus, most likely due to educational priorities as well as system-based elements like institutional autonomy and access to technology resources. The very small number of primary research indicates a methodological deficit in the literature, especially with regard to the systematic adaptation and localization of task-based concepts for younger learners. In Indonesian EFL contexts, this emphasizes the need for more thorough, level-sensitive task design and balanced empirical research across educational stages.



**Figure 3. Educational Level of Participants**

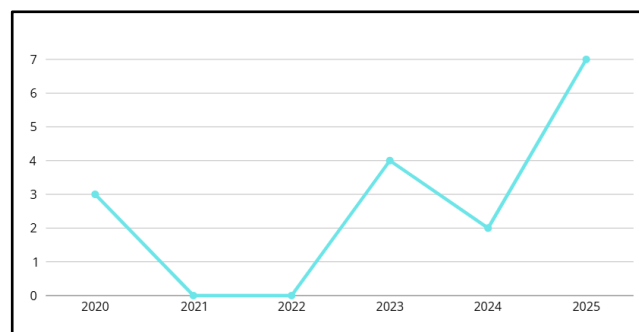
### ***Publication Trends***

The distribution of publications has varied over the review period, although it remained relatively constant for TBLT in speaking as a whole. Analysis of the data shows a concentrated study trend: only 3 studies in 2020 and 2 in the year after, with a watershed moment the 6 publications in 2022. Followed by no eligible studies identified in 2021 and 2022 based on the established inclusion criteria. Research activity increased to 4 publications in 2023 and 2 publications in 2024, before reaching its highest point with 7 publications in 2025. The absence of eligible studies in 2021 and 2022 should

not be interpreted as a complete lack of TBLT research. Instead, it likely reflects a combination of the review's predefined inclusion criteria and the limited coverage of the selected databases, which may have excluded relevant studies published in other venues. This pattern may also coincide with the broader educational disruptions and shifts in research priorities during the COVID-19 period. The resurgence of publications after 2022 suggests renewed interest in technology-mediated TBLT for speaking instruction (Haerudin et al., 2024; Sunardi et al., 2023).

When comparing TBLT-oriented speech experiments conducted before and after 2020, there is a noticeable shift. The implementation of task-based training in traditional classroom settings was the main point of earlier Indonesian research, which emphasized in-person interaction and classroom-based task cycles (Adantika & Purnomo, 2018; Malihah, 2010). In contrast, studies conducted after 2020 are highlighting the realities of the modern classroom, where tasks are implemented more flexibly and often with the aid of technology. While TBLT has been implemented for years using non-technology-integrated tasks, the data shows Indonesian TBLT research is moving from classroom-based practice of traditional tasks to technology-supported task practice, more so after 2020.

This evolution indicates that digitally mediated speaking tasks, particularly video-based production and technology-supported speaking activities, have become an increasingly important area of innovation in Indonesian TBLT research. According to studies by Sunardi et al. (2023) and Widiastuti (2025), the findings suggest a shift towards technology-mediated task designs, signifying that TBLT still has its place as an evolving model. This trend has high potential to rise further as technology-enabled environments promote learner autonomy and greater accessibility to feedback (Rajendran & Yunus, 2021). Future study should therefore broaden empirical studies across a variety of Indonesian educational environments and look into how technology-supported TBLT can be administered successfully and fairly as the future frontier of speaking instruction.



**Figure 4. Publication Trends**

For Indonesian EFL teachers, these findings highlight several pedagogical implications. Task design should be grounded in core TBLT principles such as meaningful communication, with coherent alignment between task objectives, scaffolding, and performance-based assessment

using analytical rubrics. Effective implementation therefore requires alignment among task design, learner needs, and assessment practices within specific classroom contexts. Task selection should also consider learner characteristics, educational level, and instructional goals, while technology should function as a supporting tool that enables flexibility and extended practice rather than determining task effectiveness. This indicates a tension between the affordances of technology-mediated tasks and the need for pedagogically grounded instruction in balancing flexibility with meaningful language production.

## **CONCLUSIONS**

This review indicates that Task-Based Language Teaching (TBLT) continues to be a promising approach for supporting English speaking development in Indonesian EFL contexts, with the reviewed studies generally reporting consistent pedagogical effectiveness across different educational settings. The findings indicate that TBLT has evolved beyond traditional classroom implementation and is increasingly adapted to digitally mediated learning environments. Rather than representing a replacement for conventional task-based practices, technology appears to function as a complementary tool that expands opportunities for communication, reflection, and learner engagement within TBLT-oriented speaking instruction. Both learners and teachers generally perceive technology-enhanced TBLT positively, noting increased engagement, reduced anxiety, and more authentic opportunities for spoken language production.

These findings suggest that TBLT, especially when combined with digital tools, operates as an integrated instructional approach that strengthens speaking development through expanded interactional opportunities in EFL contexts. However, this review is still limited because most of the studies came from small samples, short implementations, and single-classroom settings, so the results cannot represent a wider context. To sustain these gains, educational institutions should continue supporting teachers with adequate training and technological resources, ensuring more effective implementation of technology-enhanced TBLT in practice. While the present review prioritized methodological rigor through stringent inclusion criteria, future reviews may consider employing broader search strategies and incorporating additional databases. Expanding database coverage would allow potentially relevant studies beyond the scope of the present search procedures to be identified, thus offering a more comprehensive picture of emerging trends and pedagogical practices in technology-integrated TBLT within Indonesian EFL contexts.

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