

# Voice of Academia

*Academic Series of Universiti Teknologi MARA Kedah*

**VoA 2024**  
Volume 20 Issue 1

**ISSN: : 1985-5079**



**ADVISORY BOARD MEMBER**  
PROFESSOR DR. ROSHIMA HAJI. SAID  
ASSOCIATE PROFESSOR TS. DR. AZHARI MD HASHIM

**CHIEF EDITOR**  
DR. JUNAIDA ISMAIL

**MANAGING EDITOR**  
MOHD NAZIR RABUN

**COPY EDITOR**  
SYAHRINI SHAWALLUDIN

**EDITORIAL TEAM**  
AISHAH MUSA  
ETTY HARNIZA HARUN  
INTAN SYAHRIZA AZIZAN

**EDITORIAL TECHNICAL TEAM (MYCITE ADMINISTRATOR)**  
KHAIRUL WANIS AHMAD  
NOOR AZLIN ABDULLAH  
MAZURIAH AHMAD

**EDITORIAL BOARD**

**PROFESSOR DR. DIANA KOPEVA**  
*UNIVERSITY OF NATIONAL AND WORLD ECONOMY, SOFIA, BULGARIA*

**PROFESSOR DR. KIYMET TUNCA CALIYURT**  
*FACULTY OF ACCOUNTANCY, TRAKYA UNIVERSITY, EDIRNE, TURKEY*

**PROFESSOR DR. M. NAUMAN FAROOQI**  
*FACULTY OF BUSINESS & SOCIAL SCIENCES, MOUNT ALLISON UNIVERSITY,  
NEW BRUNSWICK, CANADA*

**PROFESSOR DR. SIVAMURUGAN PANDIAN**  
*SCHOOL OF SOCIAL SCIENCE, UNIVERSITI SAINS MALAYSIA, PULAU PINANG*

**DR. IRA PATRIANI**  
*FISIP, UNIVERSITAS TANJUNGPURA UNTAN, INDONESIA*

**DR. RIZAL ZAMANI IDRIS**  
*FACULTY OF SOCIAL SCIENCE & HUMANITIES,  
UNIVERSITI MALAYSIA SABAH (UMS), SABAH*

**DR. SIMON JACKSON**  
FACULTY OF HEALTH, ARTS AND DESIGN,  
SWINBURNE UNIVERSITY OF TECHNOLOGY MELBOURNE, AUST

**DR. AZYYATI ANUAR**  
FACULTY OF BUSINESS MANAGEMENT,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR. FARYNA MOHD KHALIS**  
COLLEGE OF CREATIVE ARTS,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR IDA NORMAYA MOHD NASIR**  
FACULTY COMPUTER SCIENCE AND MATHEMATICS,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR MOHD FAIZAL JAMALUDIN**  
FACULTY OF ACCOUNTANCY,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR. MUHAMAD KHAIROL ANUAR ZULKEPLI**  
ACADEMY OF LANGUAGE STUDIES,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR NOR ARDIYANTI AHMAD**  
FACULTY OF ADMINISTRATIVE SCIENCES & POLICY STUDIES,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR NURLELI, S.E.**  
FACULTY OF ACCOUNTING, UNISBA, INDONESIA

**CONTENT REVIEWER**

**PROF MADYA DR NOOR ZAHIRAH MOHD SIDEK,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**PROF MADYA DR NUR HISHAM IBRAHIM,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

**PROF MADYA TS DR AZHARI BIN MD HASHIM,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR IDA NORMAYA MOHD NASIR,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR LAW KUAN KHENG,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR. MUHAMAD KHAIRUL ANUAR ZULKEPLI**  
ACADEMY OF LANGUAGE STUDIES,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR. NEESA AMEERA MOHAMMED SALIM**  
COLLEGE OF CREATIVE ARTS,  
UNIVERSITI TEKNOLOGI MARA SHAH ALAM, MALAYSIA

**DR NOR ARDYANTI BINTI AHMAD,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR NOR ASHIKIN AB MANAN**  
UNIVERSITI TEKNOLOGI MARA (UiTM) PERAK BRANCH, MALAYSIA

**DR NUR AIDA BINTI KIPLI,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)SARAWAK BRANCH, MALAYSIA

**DR NUR SYAZWANIE BINTI MANSOR,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR NURAMIRA ANUAR**  
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

**DR PUTERI ROHANI MEGAT ABDUL RAHIM**  
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

**DR ZURAIDA MOHAMMED ISA,**  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**F. PETER A/L G. FRNCIS**  
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

**MOHD SYAFIQ YA SHAK**  
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

**LANGUAGE REVIEWER**

**PROF DR ONG ENG TEK**  
EDUCATION DEPARTMENT, USCI, KUALA LUMPUR  
ANNUR INITATIVE RESOURCES SDN BHD

**AISHAH BT MUSA,**  
ACADEMY OF LANGUAGE STUDIES,  
UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA

**DR ZARLINA MOHD ZAMARI**  
ACADEMY OF LANGUAGE STUDIES,  
UNIVERSITI TEKNOLOGI MARA (UiTM)PERAK BRANCH, MALAYSIA

**DR NUR SYAZWANIE BINTI MANSOR,**  
*ACADEMY OF LANGUAGE STUDIES,*  
*UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA*

**JUWAIRIAH OSMAN,**  
*UNIVERSITI MALAYA , MALAYSIA*

**MOHD ZAKI RAMLI,**  
*PROOFREADER UNITED, MALAYSIA*

**MUHAMMAD AIMAN ABDUL HALIM,**  
*ACADEMY OF LANGUAGE STUDIES,*  
*UNIVERSITI TEKNOLOGI MARA (UiTM)PENANG BRANCH, MALAYSIA*

**NORLIZAWATI MD TAHIR,**  
*ACADEMY OF LANGUAGE STUDIES,*  
*UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA*

**SAMSIAH BINTI BIDIN,**  
*ACADEMY OF LANGUAGE STUDIES,*  
*UNIVERSITI TEKNOLOGI MARA (UiTM)KEDAH BRANCH, MALAYSIA*

**YANG SALEHA ABD GHANI,**  
*ACADEMY OF LANGUAGE STUDIES,*  
*UNIVERSITI TEKNOLOGI MARA (UiTM)PERLIS BRANCH, MALAYSIA*

**e-ISSN: 2682-7840**



***Copyright © 2024 by the Universiti Teknologi MARA Press***

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.

© Voice of Academia is jointly published by the Universiti Teknologi MARA Caawangan Kedah, Malaysia and Penerbit UiTM (UiTM Press), Universiti Teknologi MARA Malaysia, Shah Alam, Selangor.

The views, opinions and technical recommendations expressed by the contributors and authors are entirely their own and do not necessarily reflect the views of the editors, the Faculty or the University.

# TABLE of CONTENTS

<b>KECEMERLANGAN DALAM AL-QURAN SEBAGAI STRATEGI PEMERKASAAN GENERASI MUDA MELAYU BUMIPUTERA</b> ¹Noor Syahidah Mohamad Akhir	<b>1 -11</b>
<b>EXPLORATORY APPROACH UTILISING VIRTUAL REALITY TECHNOLOGY TOOLS FOR DONGBA SCRIPT CULTURAL HERITAGE PROMOTION</b> Liang Xin¹, Azhari Md Hashim² & Li Wen Feng³	<b>12 -24</b>
<b>ASSESSMENT OF OCCUPATIONAL SAFETY AND HEALTH AWARENESS OF PUBLIC SERVANTS IN THE WORKPLACE</b> Rosley Jaafar¹, Norazah Umar², Anas Ibrahim³ & Muhammad Aiman Abdul Halim⁴	<b>25 - 41</b>
<b>MUSLIM YOUNG CONSUMER INTENTION TO PURCHASE HALAL COSMETIC AND PERSONAL CARE PRODUCTS</b> Zulaiha Ahmad¹, Farah Lina Azizan², Shamshul Anaz Kassim³, Ima Ilyani Dato' Hj. Ibrahim⁴, Muhammad Amirul Afiq Zailani⁵	<b>42 - 54</b>
<b>THE APPLICATION OF GOOGLE CLASSROOM FROM MALAYSIAN TEACHERS' PERSPECTIVE</b> Peter Ong¹ & Md Jais Ismail²	<b>55 - 68</b>
<b>DETERMINATION OF FACTORS CONTRIBUTING TO DRUG ABUSE USING FUZZY ANALYTICAL HIERARCHY PROCESS (FAHP)</b> Norpah Mahat¹, Nur Khairunnisa², Jasmani Bidin³, Sharifah Fhahriyah⁴, Mohamad Najib Mohamad Fadzil⁵, Izleen Ibrahim⁶	<b>69 - 82</b>
<b>MEDICAL STUDENTS' ATTITUDES TOWARDS MUSIC EDUCATION: AN EXPLORATORY RESEARCH IN NINGXIA</b> Zhikai Wang¹, Boo Ho Voon ², Yusman Yacob³ & Ying Lang⁴	<b>83 - 94</b>
<b>A COMPARISON OF MOTIF DESIGNS BETWEEN TENUN PAHANG DIRAJA AND TERENGGANU SONGKET</b> Mas Ayu Zainal @ Ismail¹, Siti Rohaya Yahaya² & Nani Hartina Ahmad³	<b>95 - 104</b>
<b>EXPLORING THE LEGAL FRAMEWORK AND POLICIES OF CLIMATE CHANGE ACROSS BORDERS: LOCAL GOVERNMENT RESPONSE TO CLIMATE CHANGE IN SELECTED ASEAN COUNTRIES</b> Nor Zaini Zainal Abidin¹, Nur Irinah Mohamad Sirat² & Nurul Mazrah Manshor³	<b>105 - 119</b>
<b>FACTORS IMPACTING THE COMPANY'S PROFITABILITY IN FARMING AND AGRICULTURE SECTORS</b> Nur Hafizah Ahmad¹, Nurul Labanihuda Abdull Rahman² & Abdul Hafiz Yusof³	<b>120 - 133</b>
<b>DEVELOPING TRANSFORMATION MODULES FOR YOUNG INMATES IN MALAYSIAN PRISON SCHOOLS</b> Storey, J. M¹ & Jawing, E²	<b>134 - 144</b>
<b>LEARNERS' LANGUAGE ANXIETY AND ENGLISH LANGUAGE LEARNING MOTIVATION: AN EXPLORATORY ANALYSIS</b> Nurshahirah Azman¹, Mirza Madihah Zainal², Noor Fazzrienee JZ Nun Ramlan¹ & Amirah Athirah Amir Yazid¹	<b>145 - 158</b>
<b>THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING (TBLT) TO IMPROVE ESL STUDENTS' FLUENCY</b> Daljeet Singh Sedhu¹, Jufiza A. Wahab², Mohd Nasurudin Hasbullah³, Thuraiya Mohd⁴ & Azrul Bahaluddin⁵	<b>159 - 173</b>



<b>ENHANCING GRAMMAR LEARNING MOTIVATION: A PRELIMINARY STUDY ON A MOBILE-ASSISTED INSTRUCTION TOOL</b> Aisyah Nazamud-din <sup>1*</sup> & Nur Aziela Aidit <sup>2</sup>	<b>174 - 185</b>
<b>IN-SERVICE ENGLISH TEACHERS' BELIEFS OF GRAMMAR TEACHING AT PRIMARY SCHOOLS IN SELANGOR, MALAYSIA</b> Azrina binti Abu Bakar <sup>1*</sup>	<b>186 - 194</b>
<b>COMPETITION-BASED LEARNING AND PROJECT-BASED LEARNING TO PROMOTE UNDERGRADUATE STUDENTS' MOTIVATION AND PERFORMANCE IN MATHEMATICS</b> Tammie Christy Saibin <sup>1*</sup> , Ung Ling Ling <sup>2</sup> , Janvin Janteng <sup>3</sup> & Norfazillah Matmali <sup>4</sup>	<b>195 - 212</b>
<b>ENHANCING LITERACY ENGAGEMENT WITH CULTURALLY RELEVANT READING MATERIALS FOR FOREIGN LANGUAGE LEARNERS</b> Auni Batrisyia Suharto <sup>1*</sup> , Puteri Rohani Megat Abdul Rahim <sup>2</sup> , Nuramira Anuar <sup>3</sup> & Nor Najihah Norafand <sup>4</sup>	<b>213 - 220</b>
<b>LEARNING STYLES OF DIPLOMA STUDENTS AT A PUBLIC UNIVERSITY IN MALAYSIA POST COVID-19 PANDEMIC</b> Noraziah Azizan <sup>1*</sup> , Nor Ashikin Ab Manan <sup>2</sup> , Johana Yusof <sup>3</sup> & Iza Faradiba Mohammad Patel <sup>4</sup>	<b>221 - 231</b>
<b>VOCABULARY ENHANCEMENT THROUGH POETRY WRITING IN ESL CLASSROOM</b> Nur Baiti binti Ismail Shauki <sup>1*</sup> & Juliazilah binti Junit <sup>2</sup>	<b>232 - 244</b>
<b>FACTORS THAT INFLUENCE PURCHASE INTENTION OF SECOND-HAND PRODUCTS</b> Nor Ashikin Ab Manan <sup>1*</sup> & Nor Nadia Raslee <sup>2</sup>	<b>245 - 254</b>



---

---

## **THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING (TBLT) TO IMPROVE ESL STUDENTS' FLUENCY**

**Daljeet Singh Sedhu<sup>1</sup>, Jufiza A. Wahab<sup>2\*</sup>, Mohd Nasurudin Hasbullah<sup>3</sup>,  
Thuraiya Mohd<sup>4</sup> & Azrul Bahaluddin<sup>5</sup>**

*<sup>1</sup>Academy of Language Studies, Universiti Teknologi MARA (UiTM),  
Perak Branch, Perak, MALAYSIA*

*<sup>2</sup>College of Computing, Informatics and Media,  
Universiti Teknologi MARA (UiTM), Perak Branch, Perak, MALAYSIA*

*<sup>3,4,5</sup> College of Built Environment, Universiti Teknologi MARA (UiTM),  
Perak Branch, Perak, MALAYSIA*

---

### ARTICLE INFO

#### *Article history:*

Received Feb 2022  
Accepted April 2023  
Published Jan 2024

#### *Keywords:*

Self-conversation, Students'  
fluency, Task Based  
Language Teaching

Corresponding Author:  
jufiz279@uitm.edu.my

---

### ABSTRACT

Of the speaking skills, fluency can be one of the most difficult to improve. However, it is often the main goal of almost every second language learner since the communicative approach is the primary focus of language learning. The Malaysian teaching context has witnessed a gradual shift from the traditional grammar-translation approach to a more communicative one, thereby making it necessary to discover new strategies to develop students' speaking skills. This action research was conducted to explore the usage of TBLT by Malaysian ESL students to increase speaking fluency. A quasi-experimental research method was applied in the study to monitor the students' progress in speaking fluency and accuracy. The choice of respondents for the study involves selection using the Simple Random Sampling technique which involved 50 students enrolled in the first semester of classes at the Higher Learning Institution in Perak, Malaysia. Pre-tests at the start of the semester and post-tests at the end of the semester were used to gather data on the students' speaking abilities. The data was analysed quantitatively using descriptive and inferential statistics involving, mean score analysis, t-value and presented in the form of tables for univariate analysis

---

by using SPSS. The result of the study indicates that the self-conversation recording by the students can improve the fluency with grammatical accuracy; and the achievement in the fluency of the students from the experimental group was considerably higher than the control group. The average N-gain score from the experimental group students was better than the control group students (.0424>0.205). However, the mean score achieved in the pre-test in the experimental class and control class was (52.14 <59>67.40). The paired sample t-test indicates a significant improvement with t-value of -14.237 and p. value = .000<0.005. Therefore, it was concluded that the use of TBLT applications could generate good results in the development of speech fluency in students. In the future, lecturers can use the innovation project with students during class time to improve their students' speaking fluency.

©2024 UiTM Kedah. All rights reserved.

---

## 1. Introduction

Higher education in Malaysia requires students to speak English in many areas, considering global education, career opportunities and international communication (Rahman & Singh, 2020), (Rahman & et. al., 2019). One of the main reasons for teaching English at university level in the first semester is to improve communication skills so that students are free to participate in classes and other aspects of life. Although English is taught as a compulsory subject in all grades, many students lack the basic speaking skills that are an important component of higher education. Many students suffer from shyness, anxiety and other fears associated with speaking English in college (Bush & et. al, 2023). The success of university students in English departments in Malaysia depends primarily on their fluency in English because they teach mainly in English. Therefore, universities include speaking courses in their first-year curriculum to teach English speaking skills (Kubota, 2023).

Speaking a foreign language is always considered a difficult task for learners. Adequate exposure to a speaking environment can help language learners overcome some difficulties. The coronavirus disease (COVID-19) has created a situation where universities are starting to implement teaching-learning processes using online tools (Islam, 2021), (Mondol & Mohiuddin, 2020). Current online teaching methods have some challenges in creating a good environment for newly admitted students to get a platform to improve their speaking skills in college campuses. The instructors focused on working with different aspects of English speaking, such as accuracy and fluency. Therefore, teachers have developed several activities to reduce the difficulties of online classes and to engage students in speaking tasks as much as possible. However, the "new normal" during the COVID-19 pandemic has forced teachers to assign more homework, requiring students to record conversations on their smartphones and send them to teachers through Google Classroom. This study is designed to find out how students develop their speaking skills to communicate fluently and accurately through practice and writing. Previous studies so far have denied the importance of conversational writing for fluency in foreign language situations, but many studies have been conducted in face-to-face classes (Colognesi, Coppe & Lucchini, 2023), (YanJu, Mei & Mohamed, 2017). These studies proposed new ways for students to engage in English

conversation using modern technology. The activities are designed according to the task-based language learning (TBLT) approach, which allows students to prepare language topics under the guidance of a teacher, but with limited teacher participation throughout the process (Renandya, Nguyen & Jacobs, 2023), which provide a framework for understanding the success or failure of magnetic voice recording, the experimental group and the control group were compared in this study.

The purpose of this study is to investigate whether students' self-introduction writing is effective in improving their oral English skills. Another goal of this study was to determine how dialogue recordings benefit students and to compare two groups using dialogue recordings (experimental group) with another group participating in regular classroom activities (control groups). The researchers used two key research questions for this study. The research questions of this study are:

- 1) Are there significant differences in language fluency between the experimental group and the control group?
- 2) Does the use of self-talk recording in task-based language learning (TBLT) improve speaking skills for ESL students?

## **2. Literature Review**

Several studies have been conducted to assess the improvement of instructional fluency and accuracy in ESL students. Numerous studies were conducted an important study on fluency (Dang & Nga, 2022), (Hardianti, Dollah & Sakkir, 2023), (Septiyana, 2019), (Robillos & Bustos, 2023), (Suzuki & Kormos, 2023). Many studies focused on improving the oral fluency of ESL students in a classroom using the TBLT method. In the study, we identified problems with oral fluency and accuracy in ESL students and considered possible solutions. For example, in an 8-week TBLT case study by (Robillos & Bustos, 2023), listeners recorded audio to improve fluency, such as speech speed, grammar accuracy, and the development of spoken and interactive languages. The results showed that it motivates students to communicate in their target language and to appreciate the TBLT method.

### **A. Fluency and Accuracy**

Language fluency means that the speaker should automatically have a speaking speed (Ghasedi, Yazdani & Ahmadian, 2023). When we talk about fluency in a language, we are looking for both accuracy and fluency of the speaker. Expecting accuracy and fluency at the same time can sometimes be overwhelming for students. Previous studies have shown that it is difficult for students to adapt to the process of speaking in foreign language classes due to lack of experience in using languages in everyday conversation (Hardianti, Dollah & Sakkir, 2023). In the context of speech, many people do not make the correct distinction between the fluency and accuracy of the speech process. (Renandya, Nguyen & Jacobs, 2023) explains the difference between fluency and accuracy such as there is often a difference between accuracy and fluency which requires a clear distinction between 'non-pseudo' and 'communicative' activities. The first is generally aimed at achieving accuracy, while the second aims to improve language skills.

Although many studies have attempted to focus on accuracy and fluency as different components of the speech process, students need to gain fluency and accuracy at an appropriate pace because they complement each other (Renandya, Nguyen & Jacobs, 2023). Fluency depends on the speed of speech or the number of filled and unfilled pauses, the number of errors and the use of official language (Robillos & Bustos, 2023). A study by (Robillos & Bustos,

2023) found that "...while completing tasks, students tend to develop fluency by increasing speaking speed, increasing grammatical accuracy, further developing speaking, and developing interactive language" (p. 7). Speaking about the general concept of fluency, (Suzuki & Kormos, 2023) "In a broad definition, fluency can be considered as a general (conversational) ability, while in a narrow definition, fluency refers to the fluency and ease of oral language transmission" (p. 893). Regarding the role of speaking classes, (Hardianti, Dollah & Sakkir, 2023) "One of the goals of ESL speaking classes is to improve students' communication skills so that they can express themselves appropriately using the target language, social and cultural context" (p. 2). Their research suggests that students have full access to the target language when they observe the rules and learn how to use them using a variety of speaking styles.

Hardianti, Dollah & Sakkir (2023) studied the speaking skills of elementary school students using the retelling method. Six procedures were conducted to improve ESL students' speaking skills. The researchers analysed the oral transcripts and found that the technique improved the students' vocabulary and comprehension. (Dang & Nga, 2022) conducted a study examining student perceptions of using video to improve teacher accuracy and fluency. Research on this mixing method was conducted at Muhammadiyah University, Dr. Hamka Jakarta. Quantitative data from the pre-test and post-test were analysed using paired sample t-tests. Post-mortem studies have shown that video recording techniques improve students' speaking skills (fluency and accuracy). This method received a positive impression from the students.

## **B. Task Based language Teaching (TBLT)**

Task-based language learning (TBLT) is the process by which students learn by actively doing what is important in the learning process (Renandya, Nguyen & Jacobs, 2023). TBLT promotes the idea that students learn best when doing homework, following the teacher's instructions, and receiving feedback that helps them correct mistakes later. The TBLT method is designed to help students improve their language learning by completing the tasks offered by the teacher. (Robillos & Bustos, 2023) shows how TBLT helps students learn languages in ESL classrooms. The TBLT method has been more successful in teaching foreign languages than other teaching methods (Sumarsono, Muliani & Bagis, 2020). There are three phases of TBLT: pre-task, task cycle and language focus (Renandya, Nguyen & Jacobs, 2023). Harmer defines a process as:

**Pre-assignment:** At the beginning of the activity, students are given information about the topic along with key words to help them understand and prepare for the assignment. Work cycle: Students go to work, and teachers monitor the students' activities from a distance so that they do not interfere with their work. During the activity cycle, students plan, design and investigate speaking tasks. Also at this stage, students write a report or record of their actions.

**Language Focus:** Students receive feedback from teachers on their work on word selection, sentence construction, expression, and other language features. Feedback from teachers and peers helps students evaluate their work and make necessary adjustments.

A study by (Lambert, Aubrey & Bui, 2023) provides evidence that teachers' attitudes and responses to ESL students' learning play an important role. This study shows that teachers should create meaningful task situations to improve students' speaking skills through the TBLT method, rather than forcing them to speak and making them very nervous. This study suggests that TBLT is a meaningful learning method that involves performing a series of activities as steps to successfully complete a task. A study investigated the effect of task-based language learning (TBLT) (Septiyana, 2019) on

the oral performance of non-native English-speaking students in 65 Yangtze University students who participated in the study. Participants were divided into control and experimental groups for the study. The experimental group was treated according to TBLT guidelines, and the control group was trained using 3P. The pre-test of the study showed significant differences between the experimental and control groups. However, because of the post-test, the students who participated in the TBLT method were more free, specific, and complex in their word choices than the students who studied the 3P method.

A study by (Septiyana, 2019) investigated the steps for designing speaking materials and student acceptance of the materials using TBLT for IAIN metropolitan Islamic economics students. This five-month study showed that materials can be designed through the stages of potential and problem, data collection, product design, design validation, design modification, and testing. The study concluded that task-based language teaching for speaking was appropriate and effective for students. The efficacy of TBLT in the context of VSV has been successfully demonstrated in several previous studies. According to (Lambert, Aubrey & Bui, 2023), meaningful tasks can be a useful tool for developing students' speaking skills. The study also shows that students can communicate with each other through language when working with their peers in pairs or groups. In a similar study of the success of TBLT by (Tandipayuk & et. al., 2023), "Task-based language teaching (TBLT) has been shown to be useful and effective in establishing specific contexts of language use and meeting students' communicative needs" (p. 15). (Septiyana, 2019) states that students enthusiastically embrace works created using the TBLT method.

### **3. Methodology**

This study was conducted as an experimental research method to analyse the effect of TBLT through story writing on students' speaking fluency. The researchers ran two speaking courses in one semester, with 82 students enrolled in two different sections. Among them, 50 students were selected using a Simple Random Sampling technique. The students selected as a sample were divided into an experimental group and a control group. The experimental group was instructed to record their stories along with other classroom activities, while the control group was not instructed and only participated in regular classroom activities. The data used in the study were collected through pretests at the beginning of the semester and post-tests at the end of the semester. Students were asked to submit audio recordings to Google Classroom and grade them using the standard grading system established by the university. However, lecturers documented the gradual development of learning about the effectiveness of TBLT via self-recording techniques. After the usual break, students were given topics to talk about with their classmates and send notes to Google Classroom. During the semester, a total of 11 pairs and groups of 3 students submitted 120 applications. It should be noted here that the homework was compulsory for the students in the experimental group.

#### **Treatment and Instruments**

Students were given homework on topics from everyday life. After that, the lecturers instruct the students on the TBLT method. A sample class discussion (TBLT processing) was conducted to ensure that students understood the topic and what was expected of students in the discussion. Each group was given a different topic by the lecturer and given a week to prepare the topic and record the conversation (TBLT homework cycle). Students were given strict guidelines for grammatical correctness and fluency. Students were also encouraged to rewrite their stories as

needed to maintain fluency. However, the aim was to improve students' speaking skills, so we got the topic from everyday life. Below is a list of 10 subjects offered to students. Coronavirus-19 infectious disease:

Corona  
Dream  
University Education  
English Department  
Traffic jam in Dhaka  
Online Course  
Social Network  
The importance of Social Assistance  
Changing The Weather  
Read to Have Fun

Each pair was asked to prepare a minimum 10-minute conversation, and groups of three were asked to record a 15-minute conversation via Zoom video conference. Students submitted assignments to a dedicated Google Classroom system for feedback from peers and teachers (focused on TBLT language). Degrees of freedom and accuracy were measured according to university guidelines, but researchers were free to modify the design as needed. The following classifications were used to measure student data. The following rubric was used to assess students' oral performance.

1. The Importance of Social Assistance
2. Change of Weather
3. Read for Fun

Classification:

1. Excellent = The student always speaks fluently without hesitation and makes few/fewer grammatical errors.
2. Good = The student generally speaks fluently, with few hesitations and few grammatical errors. Average = The student hesitates, pauses, and makes some grammatical errors.
3. Below average = The student hesitates and makes many grammatical errors. Poor = Student understands English but is not fluent in correct grammar.
4. Fail = Student does not find the right words when speaking, stops in a hurry, uses poor grammar.

The result was collected from the pre- and post-test conducted in the experimental group and the control group. Then, the data was quantified to get an idea for improving the comparison between the control and experimental groups. Initially, pre-test data were compared to gain insight into the core competencies of the two groups. The descriptive analysis consists of mean scores of the experimental group and the control group were measured. Another analysis was performed to determine the mean improvement of the groups to better understand differences in post-test results. Besides, data was analysed using inferential analysis involving t-test to determine the significance and the effectiveness of TBLT in improving ESL students' speaking skills. Because this study used a quasi-experimental design, not all variables in the researcher-obtained data were investigated. The study was conducted based on two variables. First, the inclusion of ESL learners' self-talk was an independent variable (treatment). Second, improving oral communication as the dependent variable (outcome). A student's progress was determined by measuring the normalized N-gain score (mean). To obtain the benefit N, the following formula was used:



$$\text{Normalized gain} = \frac{\text{Post – test score} - \text{Pretest score}}{\text{Maximum score} - \text{Pretest score}}$$

(N – gain)

#### 4. Results

This study answered the research questions by comparing the results of pre-test and post-test data to find out whether story writing is effective or ineffective in improving the speaking skills of ESL students. Then compared the descriptive data from the experimental group and the control group to determine progress. Table 1 presents statistical data for the pre-test and post-test performance of the control group. The table shows that the highest score of the students in the control group was 68 points, and the lowest score was 40, with an average of 59.16 points. In the case of the control group, the highest post-test score was 85 points, and the lowest score was 50 points. The mean post-test score of the control students was 67.40. Also, students in the control group had a normal score of 0.205 using the n-gain formula.

*Table 1  
Descriptive Statistics of The Control Group*

Statistic	Pre-Test	Post-Test
Mode	65	70
Median	60	70
Mean	59.16	67.40
Max	68	85
Min	40	50
Range	28	35
Varian	58.557	75.250
St. Dev	7.652	8.675

The statistical data in the control group table indicates that the students' oral skills improved, but not significantly. The difference between the post-test means and the pretest mean is about 8%. Before the test, the highest score of the students in the experimental group was 67, the lowest was 30, and the average was 52.14. On the other hand, students in the experimental group had the highest score of 95 and the lowest score of 50. Also, the normality result for the n value of the experimental group was 0.424. Table 2 shows the statistical data of the experimental group.

Table 2  
Descriptive Statistics of The Experimental Group

Statistic	Pre-Test	Post-Test
Mode	35	70
Median	55	75
Mean	52.14	72.33
Max	67	95
Min	30	50
Range	37	45
Varian	108.573	86.650
St. Dev	10.420	9.309

As a result, a significant improvement in oral speech was observed in the experimental group. The technique of recording spontaneous conversations helped students improve their fluency. The average score of the experimental group was 52.14 points in the pre-test and 72.33 points in the post-test. The average score of the students in the experimental group improved significantly. The results indicate the significance of the students' conversation recordings in the pre-test and post-test scores, where  $T=-14.237$ ,  $p= 0.0$ , which means that the students' post-test scores are higher than the pre-test scores-test. The mean difference between pre-test and post-test was 20.19%, indicating a significant improvement in students' speaking skills.

Table 3  
PAIRED SAMPLE T-TEST OF THE PRE-TEST AND POST-TEST SCORE OF THE EXPERIMENTAL GROUP

		Mean	SD	t-value	p-value
Pair 1	Score before treatment- Score after Treatment	20.19	7.091	14.23	0.000

## 5. Discussion

An original story writing technique in the TBLT was adopted to improve students' speaking ability. By introducing the technique of recording spontaneous conversations in one of their classes (an experiment), the findings indicate that it motivated students to submit near-perfect recordings of their conversations. The research has several positive results.

## **Effectiveness of Conversation Recording**

To answer the first research question, "Is there a significant difference in oral performance between the experimental and control groups?" Descriptive data in Tables 1 and 2 demonstrate that the post-test performance of students in the experimental group was higher than that of the control group, where no prompts were included. In a pre-test, the researchers found that 16 students in the control group had mastered more than 60% of the standards set in the title. However, 11 students in the experimental group scored less than 50% on the pretest. We also found that 14 students in the experimental group scored "average" or "below average" on the pretest. Therefore, these 25 students needed additional support to become fluent in English. However, because of the evaluation of the scores after the end of the test, the experimental group showed very good results with 4 compared to the control group. 16 students in the experimental group scored more than 70% on the post-test. On the other hand, in the control group, 12 students scored 70% or higher on the post-test. As a result of the technical analysis in Tables 1 and 2, it was found that the mean post-test score of the experimental group was higher than the mean post-test score of the control group ( $72.33 > 67.40$ ). Therefore, the effect of using call recording to improve ESL students' fluency is remarkable. The researchers wanted the students to communicate in English through assignments outside the classroom, which was a successful approach. By the end of the study, students made significant progress in communicating in English with lecturers and peers. Therefore, (Hardianti, Dollah & Sakkir, 2023) achieved the purpose of speaking classes because they found that ESL speaking classes ensure students' improved communication skills and thus express themselves using the target language.

Based on the study, it was found that the performance of the experimental group was more significant than that of the control group because the students in the experimental group had a higher average N-gain score than the students in the control group ( $.0424 > 0.205$ ). The performance of the students in the experimental group demonstrates the importance of performing the task multiple times, or in this case, recording the conversation multiple times. The researchers realized that the students had access to digital devices that could easily record their conversations. Notes can be easily removed, and practice sessions make conversations natural and complete. In the original guidelines, researchers emphasized smooth and perfect speech and asked students to take notes as often as possible to submit "perfect" grades. Students were motivated by each task and were instructed to write several times to improve their speaking skills. However, students were required to submit final versions of their essays to Google Classroom, where they received feedback from lecturers and peers.

After the first few tasks, notable changes were observed in the fluency of students in the experimental group. In the beginning, there were several grammatical errors that prevented the students from speaking fluently. Over time, lectures identified them, and students received specific feedback. As a result, by the end of the third semester, students made fewer grammatical errors. (Suzuki & Kormos, 2023), fluency is considered general fluency (fluency, ease of oral language transfer), but this study also showed that students in the experimental group gradually developed all these qualities to become fluent in English. The researchers concluded that feedback from Google Classroom and online classrooms affected students' fluency and intelligibility. During the feedback session, many students shared the positive aspects of the call notes. Also, positive peer feedback in Google Classroom may have played a major role in motivating students to submit well-designed work. Students were encouraged to submit good assignments without teacher intervention during homework. Engage in meaningful work to improve your speaking skills. Based on personal discussions with students in the experimental group, the researchers found that specific instructions at the beginning of a task activate students because they feel it is appropriate to

collect data on a topic. Students had full freedom to prepare their own content. According to (Islam, 2021), the effectiveness of online courses depends primarily on how enthusiastic students are about their homework. The enthusiasm of the students to prepare for their assignments helped them to succeed. Although this study followed audio recordings, the results confirm the findings of (Dang & Nga, 2022), who investigated students' use of video recordings and positively improved their accuracy and fluency.

## **B. Task-Based Language Teaching to Improve Oral Fluency of ESL Students**

To answer the second research question: "Does the use of self-conversation recordings in task-based language learning (TBLT) improve speaking in ESL students?" The paired t-test (Table 3) demonstrates that the difference between pre-test and post-test scores is much greater due to the use of task-based language learning.

TBLT method was adopted in which students engage in a variety of speaking activities. The tasks were designed according to the pre-task, task cycle and language focus phases of the TBLT method (Renandya, Nguyen & Jacobs, 2023). As the pretest progressed, some students could not speak for several minutes, and fluency was the main problem of grammatical errors. Most of the students did not achieve the minimum score. The figure above (Tables 2 and 3) can be used as an example of how introducing self-talk recordings into a TBLT classroom can improve students' speaking skills. The COVID-19 pandemic has forced lecturers to conduct classes online, limiting faculty presence and halting campus conversations where students can interact with their peers due to the stay-at-home policy.

At the start of the event, students were given detailed instructions on the subject along with subject related study materials to help them understand and prepare for the subject. This step allowed the students to understand the content of the story. This section is primarily teacher-centered, so the researchers have ensured that the topic can be understood by students. For example, when discussing the topic of "COVID-19", the lecturers asked the students to prepare about the spread mechanisms of the virus, Malaysia COVID-19 scenarios, prevention methods and the role of young people. Educate the next generation about this deadly disease. Another example of giving job requirements to students would be the topic "Online Classroom", where a lecturer wants to tell students about the need for online courses, platforms for online courses, advantages of online courses, and challenges of online courses. The lecturers intentionally assigned tasks on certain topics because the main purpose of the course is to improve students' fluency.

During the homework cycle, students were given a few days to prepare what they would discuss during the interview. As online courses became inevitable due to the COVID-19 pandemic (a global pandemic), researchers used Google Classroom as a CMS (course management system) to share learning materials and students used it as an interactive platform. Although Google Classroom provided resources on each topic, students gathered ideas from the Internet and other sources. Using the online platform Zoom, students were able to record conversations with their peers, even though face-to-face meetings were not possible due to COVID-19. The great thing about recording online conversations is that you can do it anytime, but at home because you don't need a common place for students to meet and record. This helped the students to incorporate the story into their cycle of work many times. Students planned, designed, and researched to complete the phases of the work cycle. According to (Robillos & Bustos, 2023), student participation in tasks maximizes speaking speed, grammatical accuracy, and pronunciation, and helps develop fluency as they begin to form complex sentences. Based on the results, the same results were obtained in the performance of the students in this study. This course

helped to internalize the speaking process through a variety of exercises, allowing students to prepare for homework without too much teacher intervention.

Another advantage of using the TBLT method over the communication model is that students are enabled to achieve their speaking goals. This is because in the TBLT approach, the role of the lecturer is specific and limited to some extent during the execution of the task. The lecturer introduced the topic and then had the students complete the task without the teacher's assistance. However, while communicative methods, the most widely used language teaching systems, often promote the idea of logical and coherent discourses in virtual situations (Adem & Berkessa, 2022), communicative methods require significant lecturer involvement. Certain situations that were difficult in online classrooms during the COVID-19 pandemic. As observed in this study, ESL students can overcome speaking anxiety with the TBLT method. Students may be nervous about speaking a foreign language at first, but they can improve their fluency when they could study with their peers and talk about their plans. Writing a story will boost the confidence of students who won't be faced with a situation where they must speak English in a few minutes. Through writing, students gradually become familiar with the mechanics of the speaking process. Since the topic of discussion was known to all students, they were able to spontaneously contribute to the conversation. The reluctance to speak a foreign language will disappear after practice. These results support the conclusions of (Ha, Pham & Tran, 2023), (Muntrikaeo & Poonpon, 2022) that language learning is better when students are motivated. The final step in the TBLT (Language Focus) method specifically began with Google Classroom. Here, students have posted grades in the "Stream" area, visible to both the lecturer and all students enrolled in the class/unit. The lecturers invited students to provide feedback on their peers' work in the comments. In addition, improvised conversation recording techniques can be applied to ESL classes at all levels in Malaysia and other parts of the world. The positive results of TBLT in this study suggest that this method may be useful for improving students' speaking skills in ESL classrooms. As the world becomes more acclimated to technology-based classrooms, it can be a useful tool to start recording calls. Google Classroom section. The researchers also had the opportunity to listen to the recording several times to identify language issues in the interview. Feedback was provided based on word selection, sentence structure, pronunciation, flow, and other language features. Positive evaluations from peers and constructive language feedback can be a useful experience for improving students' English fluency. As (Rodriguez & Mosquera, 2020) observed, combined therapy and feedback help students perform better in ESL classrooms.

In this study, the TBLT method to improve ESL students' fluency received positive responses from students because it emphasizes students' communication skills through life topics. Students had the opportunity to pay attention not only to the language, but also to the mechanism of use in real-world situations. The TBLT method helps students understand subjects, enhance their learning experience, and connect language learning with language use outside the classroom (Bygate, 2020), (Yundayani & Ardiasih, 2020). This study also confirms the results of previous studies by (Septiyana, 2019), (Sumarsono, Muliani & Bagis, 2020), (Tandipayuk & et. al., 2023), that the use of task-oriented language learning is effective.

### **C. Implications**

1. This study has significant implications for students, lecturers, policy makers, or curriculum developers. Furthermore, this study has important implications for future research. First, ESL students may find the benefit of recording spontaneous conversations to improve their speaking fluency, especially during online learning courses.

2. Second, the study findings encourage lecturers to use personal speaking skills to improve students' speaking skills. Third, for policy makers or curriculum designers in an ESL-using audience, this strategy can be incorporated into the course syllabus so that students can practice their foreign language outside the classroom when face-to-face interaction is interrupted. in the COVID-19 pandemic.

3. Thirdly, this study contributes to lecturers' motivation to develop new methodologies for the teaching of ESL, which makes students more involved in their learning. By using this technique, teachers provide all the tools students need to be able to deliver a speech for several minutes without being interrupted.

4. The findings in this study support previous research that suggests the use of the TBLT method improves students' speaking fluency. The results obtained during this investigation can be useful for lecturers who would like to investigate the same topic in their own contexts. Based on the researcher's personal experience, carrying out this study was an enriching experience

5. Finally, for further study, this study adds to the existing literature on the use of TBLT to improve speaking skills in ESL students.

## **6. Conclusion**

In conclusion, the addition of self-talk to improve fluency had a significant effect on the fluency of students in the experimental group. Students' ability to speak fluently in their notes made them great presenters in other situations as well. This study found that the mean improvement in fluency in the experimental group was greater than the mean improvement in the control group. After the test, the mean score of the experimental group was higher than that of the control group ( $72.33 > 67.40$ ). Therefore, it can be said that the magnetic recording had a clear effect on the fluency of the experimental group. The average margin of improvement is also an important finding of this study. The average N-win score of students in the experimental group was higher than that of the control group ( $.0424 > 0.205$ ). Students also had the opportunity to record the story several times before delivering the final version, allowing them to learn new vocabulary and complex words. ESL lecturers can use spontaneous conversation recordings to improve student fluency in the classroom. In addition, the TBLT method can be a useful tool to improve students' fluency not only at the higher education level, but also at other levels of education.

There are several research gaps that future researchers need to fill. First, this study was conducted with a small sample. As a result, the conclusion can only be applied to classes with the same number of students. Future researchers can work with larger samples to determine the effectiveness of call recordings in task-oriented language learning. Second, this study was conducted in the sense that the courses were conducted on an online platform during the COVID-19 pandemic. Studies on the effectiveness of this method in face-to-face training can be explored in future studies. Finally, future researchers need to determine how long it will take students to overcome certain grammatical errors in their speeches.

## **Acknowledgments**

The authors would like to express their gratitude to Universiti Teknologi MARA for their generous funding, which played a pivotal role in the completion of this paper.

## **Funding Details**

Not applicable

## **Authors Contributions**

Daljeet Singh Sedhu: Introduction, Methodology, Findings

Jufiza A. Wahab: Literature review, Findings, Discussions

Mohd Nasurudin Hasbullah: Findings, Discussions

Thuraiya Mohd: Literature Review, Methodology, Discussions

Azrul Bahaluddin: Literature Review, Discussion

## **Conflict of Interest**

There is no conflict of interest associated with this publication.

## **References**

- Adem, H., & Berkessa, M. (2022). A case study of EFL teachers' practice of teaching speaking skills vis-à-vis the principles of Communicative Language Teaching (CLT). *Cogent Education*, 9(1), 2087458.
- Bush, T., Ng, A. Y. M., Too, W. K., Glover, D., & Chay, J. (2023). Ensuring acceptability and feasibility: The challenges of educational policy reform in Malaysia. *Leadership and Policy in Schools*, 22(2), 314-329.
- Bygate, M. (2020). Some directions for the possible survival of TBLT as a real-world project. *Language Teaching*, 53 (3), 275-288. <https://doi.org/10.1017/S0261444820000014>
- Colognesi, S., Coppe, T., & Lucchini, S. (2023). Improving the oral language skills of elementary school students through video-recorded performances. *Teaching and Teacher Education*, 128, 104141.
- Dang, T. N. A., & Nga, P. T. (2022). Utilizing Video Recording to Develop EFL Student's Speaking Skills. *International Journal of Linguistics, Literature and Translation*, 5(5), 63-71.
- Ghasedi, P., Yazdani, H., & Ahmadian, M. (2023). Virtual Languaculture Task Implementation as a Mediator between EFL Teachers' Digital Literacy and EFL Learners' Speaking Fluency and Accuracy. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 42(2), 149-171.
- Ha, T. Y. N., Pham, H. H., & Tran, T. N. (2023). The Impacts of Task-Based Activities on Learners' Grammatical Acquisition and Motivation at Dong Nai Technology University. *International Journal of Asian Education*, 4(2), 74-87.

- Hardianti, H., Dollah, S., & Sakkir, G. (2023). Retelling Story through Picture Series to Improve Speaking Skill the Eleventh Grade Students of SMAN 6 Pangkep. *Journal of Excellence in English Language Education*, 2(1), 109-115.
- Islam, M. Z. (2021). Shift of English Literature learning from classroom to online: preferences and attitude of Malaysian undergraduate students. *Elsya: Journal of English Language Studies*, 3(1), 1-7. <https://doi.org/10.31849/elsya.v3i1.5869>
- Kubota, R. (2023). Racialised teaching of English in Asian contexts: Introduction. *Language, Culture and Curriculum*, 36(1), 1-6.
- Lambert, C., Aubrey, S., & Bui, G. (Eds.). (2023). *The Role of the Learner in Task-based Language O muc Teaching: Theory and Research Methods*. Taylor & Francis.
- Mondol, M. S., & Mohiuddin, M. G. (2020). Confronting Covid-19 with a paradigm shift in teaching and learning: a study on online classes. *International Journal of Social, Political and Economic Research*, 7(2), 231-247. <https://doi.org/10.46291/IJOSPERvol7iss2pp231-247>
- Muntrikaeo, K., & Poonpon, K. (2022). The Effects of Task-Based Instruction Using Online Language Games in a Flipped Learning Environment (TGF) on English Oral Communication Ability of Thai Secondary Students. *English Language Teaching*, 15(3), 9-21.
- Rahman, M. M., & Singh, M. K. M. (2020). Language ideology of English-medium instruction in higher education: A case study from Malaysia. *English Today*, 36(4), 40-46. <https://doi.org/10.1017/S0266078419000294>
- Rahman, M. M., Islam, M. S., Karim, A., Chowdhury, T. A., Rahman, M. M., Seraj, P. M. I., & Singh, M. K. M. (2019). English language teaching in Malaysia today: Issues, outcomes and implications. *Language Testing in Asia*, 9(1), 1-14. <https://doi.org/10.1186/s40468-019-0085-8>
- Renandya, W. A., Nguyen, T. T. M., & Jacobs, G. M. (2023). Learning to unlearn faulty beliefs and practices in English language teaching. *Studies in English Language and Education*.
- Robillos, R. J., & Bustos, I. G. (2023). Unfolding the potential of technology-enhanced task-based language teaching for improving EFL students' descriptive writing skill. *International Journal of Instruction*, 16(3), 951-970.
- Robillos, R. J., & Bustos, I. G. (2023). Unfolding the potential of technology-enhanced task-based language teaching for improving EFL students' descriptive writing skill. *International Journal of Instruction*, 16(3), 951-970.
- Rodriguez, L. M. G & Mosquera, P. A. (2020). The impact of feedback and explicit rhetorical instruction of ESL student's writing proficiency in higher education. *Journal of the Spanish Association of Anglo-American Studies*. 42(1), 120-142. <http://doi.org/10.28914/Atlantis-2020-42.1.07>



- Septiyana, L. (2019). Designing English speaking materials using Task Based Language Teaching (TBLT) For Islamic economics students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 7(2). <https://doi.org/10.24256/ideas.v7i2.1031>
- Sumarsono, D., Muliani, M., & Bagis, A. K. (2020). The forecasting power of task-based language teaching and self-efficacy on students'speaking performance. *Journal of Languages and Language Teaching*, 8(4), 412-421. <https://doi.org/10.33394/jollt.v8i4.2848>
- Suzuki, S., & Kormos, J. (2023). The multidimensionality of second language oral fluency: Interfacing cognitive fluency and utterance fluency. *Studies in Second Language Acquisition*, 45(1), 38-64.
- Tandipayuk, Y. T., Amin, F. H., Abd Al-Lateef, G. T., & Vargheese, K. J. (2023). Exploring the fluency and comprehensibility of a role-play-based speaking in a tourism are university. *International Journal of Humanities and Innovation (IJHI)*, 6(2), 42-48.
- YanJu, S., Mei, S. Y., & Mohamed, Y. (2017). Implementation of voice recording activities in improving Mandarin oral fluency. *European Journal of Interdisciplinary Studies*, 3(4), 56-61. <https://doi.org/10.26417/ejis.v3i4.p56-61>
- Yundayani, A., & Ardiasih, L. S. (2020). Task-based materials design for academic purposes: Learners' English writing skill improvement. *Studies in English Language and Education*, 8(1), 258-275. <https://doi.org/10.24815/siele.v8i1.18169>





**ISSN: : 1985-5079**