

Using Task-Based Learning in CLT to Foster Engagement Among English Beginners in Pamulang University

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Abstract—This action research explores the implementation of Task-Based Learning (TBL) within the framework of Communicative Language Teaching (CLT) to enhance engagement among English beginners at Pamulang University. The study was conducted with a group of 25 first-semester Informatics Engineering students who had limited English proficiency. Using a qualitative approach, the research was carried out over two cycles, each involving the stages of planning, action, observation, and reflection. In the first cycle, task-based activities such as role-playing, information gap tasks, and group discussions were introduced to encourage communication. Data collected through classroom observations, student reflections, and teacher journals indicated initial challenges, including hesitancy to participate and difficulty understanding instructions. Based on these findings, adjustments were made in the second cycle, including the use of scaffolding techniques, clearer task instructions, and the incorporation of multimedia resources to support vocabulary acquisition. The results showed a significant improvement in student engagement and willingness to participate in communicative tasks. Students reported increased confidence in using English and found the activities enjoyable and relevant to their academic needs. The study concludes that integrating TBL into CLT is an effective approach to fostering active participation and building communicative competence among English beginners. It also emphasizes the iterative nature of action research in refining teaching strategies to address learners' needs in specific contexts.

Keywords: of Task-Based Learning (TBL), Communicative Language Teaching (CLT), Enhance

1. INTRODUCTION

The global demand for English proficiency has made it imperative for universities in non-English speaking countries to adopt effective teaching approaches. For beginners, learning English can be challenging due to the dual need to develop basic language structures and confidence in communication. In response, Communicative Language Teaching (CLT) has gained prominence as a learner-centered approach emphasizing meaningful interaction and real-world communication tasks (Richards, 2022). Within the CLT framework, Task-Based Learning (TBL) offers a practical methodology that engages learners through problem-solving and collaboration, enabling them to use English actively and purposefully. Pamulang University, located in South Tangerang, Indonesia, caters to a diverse student population, many of whom enter with limited English proficiency. For these students, traditional methods focused on rote memorization and grammar rules often fail to foster engagement and practical communication skills. As English is a vital skill for academic and professional success, it is essential to explore innovative approaches that address the specific needs of English beginners in this context (Harmer, 2021). This study integrates TBL into CLT to create an interactive learning environment that encourages active participation and meaningful language use among first-year students. Task-Based Learning emphasizes tasks as the central unit of instruction, where learners engage in activities such as role-plays, problem-solving, and discussions that simulate real-life communication (Ellis, 2020). These tasks not only improve linguistic competence but also enhance learners' confidence and motivation by situating language learning in authentic contexts. When applied within CLT, TBL aligns with the principles of experiential learning, enabling students to use English as a tool for achieving specific goals rather than as an abstract academic subject (Willis & Willis, 2021). Despite the potential benefits, implementing TBL within CLT for beginners presents challenges, including learners' anxiety about speaking in English, limited vocabulary, and difficulty in task comprehension (Zhang, 2023). Addressing these barriers requires careful task design, appropriate scaffolding, and ongoing reflection to ensure the activities remain accessible and effective. This study adopts an action research framework to systematically address these challenges, providing a structured approach to evaluating and refining teaching

practices over two cycles. The setting of Pamulang University offers a unique context for this study, given its resource limitations and large class sizes, which often hinder the implementation of interactive teaching methods. This research aims to explore how TBL, integrated into CLT, can overcome these constraints to foster engagement and improve communicative competence among beginners. The iterative nature of action research allows for adaptive modifications, ensuring that the approach remains responsive to the learners' evolving needs (Kemmis et al., 2021). This study focuses on first-semester Informatics Engineering students, whose academic and professional goals require strong communication skills in English. The research seeks to answer how TBL within the CLT framework can enhance engagement and promote language acquisition in this context. By addressing these questions, the study contributes to the growing body of literature on TBL and CLT, providing insights into their application in resource-constrained university settings. The findings of this study are expected to benefit educators and curriculum designers in similar contexts, offering practical strategies for engaging English beginners in meaningful communication. Furthermore, the study emphasizes the role of action research in bridging the gap between theory and practice, showcasing how iterative cycles of planning, action, observation, and reflection can lead to continuous improvement in language teaching methodologies. The primary objective of this study is to explore the implementation of Task-Based Learning (TBL) within the Communicative Language Teaching (CLT) framework to foster engagement among English beginners at Pamulang University. Specifically, the study aims to :

1. Enhance the communicative competence of beginner learners by incorporating meaningful, task-oriented activities that encourage interaction and collaboration.
2. Identify the challenges and opportunities associated with integrating TBL into CLT in a resource-limited educational context.
3. Develop and refine task-based instructional strategies through iterative cycles of action research to optimize learner engagement and participation.
4. Provide practical insights and recommendations for educators to effectively implement TBL within CLT, contributing to the broader discourse on language teaching methodologies for beginner learners.

Based on the objective of the this study, the researchers would like to investigate deeper the questions research below:

1. How does the implementation of Task-Based Learning (TBL) within the Communicative Language Teaching (CLT) framework impact the engagement levels of English beginners at Pamulang University?
2. What challenges do English beginners and teachers face during the integration of TBL in CLT, and how can these be addressed through iterative cycles of action research?

Literature Review

Overview of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a learner-centered approach that emphasizes interaction and meaningful communication as the primary goals of language learning (Richards, 2022). CLT has its theoretical foundations in the communicative competence framework proposed by (Hymes, 1972), which prioritizes the ability to use language effectively in diverse social contexts. Unlike traditional methods that focus on grammar and vocabulary in isolation, CLT encourages learners to develop their linguistic, sociolinguistic, and strategic competencies through activities such as role-playing, group discussions, and collaborative tasks. According to Harmer (2021), CLT promotes a dynamic classroom environment where learners actively participate in authentic communication, making it particularly suitable for developing practical language skills.

Task-Based Learning (TBL) as a Methodology in CLT

Task-Based Learning (TBL) is a pedagogical approach that aligns with the principles of CLT by placing tasks at the center of the learning process. A task, as defined by Ellis (2020), is an activity where the primary focus is on meaning rather than form, and learners use language to achieve a specific goal. TBL provides a structured framework consisting of three stages: the pre-task, task cycle, and post-task. During these stages, learners are introduced to the task, engage in its completion, and reflect on their performance. Willis and Willis (2021) argue that TBL fosters both fluency and accuracy, as learners are motivated to use the target language in realistic and meaningful contexts. When integrated into CLT, TBL enhances engagement by creating opportunities for active participation and collaboration.

Benefits of TBL in CLT for Beginners

The use of TBL within CLT has demonstrated several benefits for English beginners. Studies have shown that task-based activities encourage learners to communicate despite limited proficiency, as the focus shifts from correctness to meaningful interaction (Zhang, 2023). Beginners often face challenges in traditional grammar-focused classrooms, such as low motivation and anxiety about making mistakes. TBL addresses these issues by providing a supportive environment where learners can experiment with language without fear of criticism. Additionally, tasks such as role-playing and problem-solving are intrinsically motivating and help learners build confidence in their ability to use English in real-life situations (Ellis, 2020).

Challenges in Implementing TBL for Beginners

Despite its benefits, implementing TBL for beginners is not without challenges. One common issue is learners' difficulty in understanding task instructions and maintaining communication due to limited vocabulary (Harmer, 2021). Beginners may also experience anxiety when participating in tasks that require spontaneous language production. Zhang (2023) emphasizes the importance of scaffolding and clear instructions to address these challenges. Teachers must carefully design tasks that are accessible yet challenging enough to promote language development. Furthermore, the success of TBL relies heavily on the teacher's ability to facilitate and adapt tasks based on learners' needs. TBL and Engagement in Resource-Limited Contexts In resource-limited settings, such as Pamulang University, where large class sizes and limited materials often hinder interactive teaching methods, TBL offers a viable solution. Tasks can be designed to utilize readily available resources, such as multimedia tools and peer collaboration. According to Richards (2022), TBL is particularly effective in such contexts because it emphasizes active participation and leverages learners' existing knowledge and creativity. Action research conducted in similar environments has demonstrated that TBL can significantly improve student engagement and motivation by providing meaningful and achievable language-learning goals (Kemmis et al., 2021). Action Research and Iterative Improvement Action research is a systematic approach to improving teaching practices through iterative cycles of planning, action, observation, and reflection. This methodology aligns with the principles of both CLT and TBL, as it allows for the continuous refinement of teaching strategies based on feedback and observations. Burns (2020) highlights the value of action research in addressing context-specific challenges and promoting teacher development. In the context of Pamulang University, action research provides a practical framework for integrating TBL into CLT, ensuring that the approach is tailored to the learners' needs and the institutional constraints. The integration of TBL within the CLT framework offers a promising approach to fostering engagement among English beginners, particularly in resource-limited contexts. By prioritizing meaningful communication and active participation, TBL addresses many of the challenges faced by traditional language teaching methods. However, successful implementation requires careful task design, scaffolding, and ongoing reflection to ensure that learners are supported and motivated. This literature review highlights the need for further research on the application of TBL in diverse educational settings, particularly through action research, to optimize its effectiveness for beginner learners.

2. RESEARCH METHODOLOGY

This study adopts a qualitative action research methodology to explore the implementation of Task-Based Learning (TBL) within the Communicative Language Teaching (CLT) framework. Action research is particularly suited for addressing practical issues in educational settings, as it involves iterative cycles of planning, action, observation, and reflection (Kemmis et al., 2021). The research aims to identify and address the challenges faced by English beginners at Pamulang University while fostering their engagement and communicative competence through task-based activities. The study was conducted at Pamulang University, focusing on a group of 25 first-semester Informatics Engineering students with limited English proficiency. These students were selected due to their need for improved English communication skills to support their academic and professional goals. The university's resource-limited environment provides a relevant context for investigating

the effectiveness of TBL in engaging beginner learners. The study was implemented over two action research cycles, each consisting of four stages:

Cycle 1: The initial task design emphasized simple communicative activities, such as role-playing and information gap tasks, customized to match students' proficiency levels. Scaffolding strategies, including vocabulary pre-teaching and visual aids, were integrated to support learning. These tasks were implemented in the classroom, with the teacher actively facilitating and observing student interactions. Data collected through classroom observations, student reflections, and teacher journals provided insights into engagement levels and highlighted specific challenges. The findings from this first cycle guided the refinement of tasks and teaching strategies to address identified barriers and enhance overall effectiveness.

Cycle 2: The revised tasks incorporated more complex problem-solving activities and multimedia support to foster greater engagement and language use. These modified tasks were implemented with a focus on collaborative learning and real-world applications, encouraging active participation. Data collection during this phase concentrated on evaluating the impact of these changes on student engagement and communicative competence. The final evaluation underscored the effectiveness of integrating Task-Based Learning (TBL) within the Communicative Language Teaching (CLT) framework, identifying best practices to guide future implementations.

Data were collected through multiple qualitative methods to provide a comprehensive understanding of the research context. Classroom observations offered detailed insights into student interactions, participation, and task completion. Student reflections, both written and oral, captured their experiences and perceived improvements in language skills. Additionally, teacher journals provided valuable perspectives on the teaching process, including challenges encountered and the effectiveness of strategies employed during the tasks. Thematic analysis was used to identify patterns and themes in the qualitative data. The analysis focused on student engagement, task effectiveness, and the progression of communicative competence across the two cycles. The iterative nature of action research allowed for ongoing adjustments to the teaching approach based on the findings. Ethical approval was obtained from the university's research committee. Participants provided informed consent, and confidentiality was maintained throughout the study. The research prioritized creating a supportive and non-judgmental learning environment to minimize student anxiety. The methodology ensures a systematic and reflective approach to integrating TBL within CLT for English beginners. By employing action research, the study addresses the specific needs of learners while contributing to the development of effective teaching practices in resource-limited contexts.

3. FINDING AND DISCUSSION

Cycle 1 Increased Student Engagement: Students demonstrated higher levels of participation during simple communicative tasks, such as role-playing and information-gap activities. Many students appeared motivated by the opportunity to use English in practical scenarios and appreciated the use of scaffolding techniques like pre-teaching vocabulary and employing visual aids. The integration of task-based learning (TBL) into Communicative Language Teaching (CLT) resulted in significantly heightened engagement among English beginners at Pamulang University. Classroom observations revealed that students actively participated in communicative tasks, such as role-playing and information-gap activities. These activities allowed learners to use English in authentic, real-life scenarios, fostering intrinsic motivation. Scaffolding techniques, including pre-teaching relevant vocabulary and incorporating visual aids, played a pivotal role in facilitating comprehension and reducing anxiety, particularly for learners with limited proficiency. As Burns (2020) highlights, scaffolding provides the necessary support to gradually move learners towards independent language use. A key factor contributing to increased engagement was the relevance of tasks to the students' academic and professional contexts. For instance, tasks that simulated workplace communication or social interactions were found to resonate deeply with the learners, enhancing their sense of purpose. According to Ellis (2020), tasks that mirror real-world scenarios not only make learning meaningful but also encourage sustained effort and collaboration. This was evident as students displayed enthusiasm in group activities and demonstrated improved willingness to communicate, even when encountering linguistic challenges. Additionally, the implementation of

peer collaboration strategies created a supportive learning environment that further enhanced engagement. Students worked together to complete tasks, offering mutual assistance and sharing ideas. This collaborative dynamic helped build a sense of community among learners, fostering both linguistic and social skills. Richards (2022) asserts that such cooperative tasks align with the principles of CLT by promoting interaction and the exchange of ideas in the target language. Despite the successes, some learners initially struggled with task execution, particularly in understanding instructions and maintaining focus. To address these issues, teachers incorporated feedback loops and adjusted task complexity, ensuring alignment with the learners' proficiency levels. Zhang (2023) emphasizes that iterative refinement of tasks is crucial for maintaining engagement and addressing challenges effectively. By the end of the cycle, students displayed notable improvements in participation and confidence, demonstrating the transformative potential of TBL in fostering active engagement among beginners.

Challenges in Task Execution: Some students struggled with understanding task instructions due to their limited English proficiency. This led to occasional hesitations during task execution. Classroom observations revealed a need for even clearer instructions and additional examples during the task introduction phase. Despite the overall success of Task-Based Learning (TBL) within the Communicative Language Teaching (CLT) framework, some students faced difficulties in understanding task instructions due to their limited English proficiency. This challenge often resulted in hesitation and uncertainty during task execution, particularly in the initial stages of the cycle. Observations indicated that students who struggled with comprehending instructions were less confident in participating, often requiring repeated explanations or clarification from peers. As Harmer (2021) notes, clear and accessible task instructions are essential for beginner learners to feel secure in engaging with communicative activities. To address this issue, additional scaffolding strategies were incorporated during the task introduction phase. Teachers provided step-by-step demonstrations of tasks, ensuring that students had a clear understanding of the expected outcomes and processes. Visual aids, such as charts and diagrams, were also employed to supplement verbal instructions, making them more accessible to students with varying levels of language comprehension. According to Ellis (2020), the use of multimodal instructional techniques helps bridge the gap between learners' current proficiency and the task demands, fostering greater confidence and participation. Furthermore, the inclusion of pre-task activities proved effective in mitigating these challenges. For example, brief group discussions or vocabulary preview sessions were introduced before the main task to familiarize students with key concepts and language structures. These preparatory activities not only clarified task expectations but also provided opportunities for learners to practice relevant language in a low-pressure setting. Burns (2020) emphasizes the importance of pre-task scaffolding in reducing cognitive load and creating a supportive learning environment. By the end of the cycle, these adjustments significantly improved students' ability to comprehend and execute tasks, highlighting the need for continual refinement of instructional practices in TBL implementation.

Emerging Confidence in Communication: Despite initial difficulties, several students began to express themselves more confidently as they engaged in repeated task cycles. Reflections indicated that learners valued the interactive nature of the tasks and felt less anxious about making mistakes. Despite initial challenges, many students began to exhibit greater confidence in their communication skills as they participated in repeated task cycles. This improvement was particularly evident during collaborative activities, such as role-playing and problem-solving tasks, where learners were encouraged to practice using English in realistic contexts. Student reflections revealed that the interactive nature of the tasks provided a supportive platform for experimenting with language. Learners appreciated that the focus was on conveying meaning rather than achieving grammatical perfection, which reduced anxiety about making mistakes. According to Zhang (2023), emphasizing fluency over accuracy in task-based activities is crucial for fostering confidence, especially among beginners. This growing confidence was further reinforced by the structured feedback provided by teachers and peers. Encouraging comments and constructive suggestions helped students identify areas for improvement while validating their efforts. Over time, learners became more willing to take risks and initiate conversations in English, even outside of structured tasks. As Harmer (2021) observes, consistent opportunities for meaningful interaction play a pivotal role in building students' self-assurance in language use. By the end of the second cycle, most

participants reported feeling more comfortable expressing themselves in English, marking a significant shift from their initial apprehension. These findings underscore the transformative impact of Task-Based Learning (TBL) within the Communicative Language Teaching (CLT) framework on students' communicative confidence. Areas for **Improvement**: The findings highlighted the need to refine task design by incorporating additional scaffolding tools, such as bilingual instructions or peer support during the tasks. Moreover, increasing the variety of activities and integrating more dynamic, student-centered approaches could further enhance engagement. The findings revealed critical areas for refining task design to better meet the needs of English beginners. One notable recommendation is the integration of additional scaffolding tools, such as bilingual instructions or visual aids, to support students with limited English proficiency. Bilingual instructions, in particular, can serve as a bridge for beginners, enabling them to understand task requirements more clearly without feeling overwhelmed (Ellis, 2020). Similarly, peer support mechanisms, such as assigning stronger language users to guide less proficient learners during tasks, can foster a collaborative and less intimidating learning environment. Zhang (2023) emphasizes that scaffolding tools are indispensable in ensuring all students, regardless of their proficiency level, can engage effectively in task-based activities. Another area for improvement involves increasing the variety of activities to maintain student interest and cater to diverse learning preferences. While role-playing and problem-solving tasks were effective, incorporating dynamic, student-centered approaches such as storytelling, group games, and digital tools could provide a fresh and stimulating learning experience. Research by Harmer (2021) suggests that varying the types of activities in the classroom can sustain learner motivation and prevent monotony.

Additionally, interactive tasks that draw from real-world contexts, such as preparing a group presentation or conducting mock interviews, could better align with the practical needs of students and further enhance their engagement. Finally, the findings suggest the importance of leveraging student feedback to continuously adapt and improve task design. Conducting regular reflection sessions where students share their experiences, challenges, and preferences can provide invaluable insights for designing more effective tasks. Richards (2022) highlights the role of student-centered planning in language teaching, noting that tailoring tasks to the learners' interests and needs not only boosts engagement but also strengthens their sense of agency. By addressing these areas for improvement, the implementation of Task-Based Learning (TBL) within the Communicative Language Teaching (CLT) framework can be further optimized, ensuring a more inclusive and engaging learning experience for beginners.

Cycle 2 Enhanced Student Engagement Through Revised Tasks; The implementation of more complex and contextually relevant tasks, such as problem-solving and multimedia-supported activities, resulted in a significant increase in student engagement. Learners actively participated in collaborative discussions and demonstrated improved willingness to communicate in English. The introduction of complex, contextually relevant tasks, such as problem-solving scenarios and multimedia-supported activities, significantly enhanced student engagement. These tasks allowed learners to draw from their prior knowledge and apply English in meaningful, real-world contexts. Research by Ellis (2020) highlights that students are more likely to engage in language tasks when they see a direct connection between classroom activities and their practical applications. For example, tasks that mimicked real-life problem-solving situations, such as designing a simple project proposal or resolving a team-based challenge, encouraged active participation and motivated learners to use English as a functional tool. Collaborative discussions, an integral part of these tasks, provided students with opportunities to share ideas, negotiate meaning, and support one another in achieving common goals. This aligns with Harmer's (2021) findings, which emphasize the value of group activities in fostering communication and building confidence among language learners. Observations during task implementation revealed a notable increase in peer interaction, with students demonstrating an improved willingness to use English for both formal and informal exchanges. This collaborative atmosphere not only enhanced language practice but also nurtured a sense of community within the classroom, reducing anxiety about making mistakes.

Furthermore, the integration of multimedia elements, such as videos, digital presentations, and online resources, played a pivotal role in maintaining student interest and enthusiasm. Multimedia-supported tasks cater to various learning styles and offer dynamic, engaging ways to present content (Zhang, 2023). For instance, students who participated in tasks requiring the creation

of video reports or analyzing digital infographics were observed to be more engaged and proactive. The inclusion of technology not only made the tasks more appealing but also equipped students with additional skills relevant to modern communication practices. Lastly, the revised tasks encouraged a shift from teacher-led instruction to a more learner-centered approach, empowering students to take an active role in their language development. By providing clear objectives and scaffolding support, such as pre-teaching key vocabulary or offering visual aids, the tasks created a structured yet flexible framework that allowed students to explore and experiment with language. As Richards (2022) argues, student-centered learning promotes deeper engagement and facilitates the development of communicative competence. The positive outcomes observed in this study underscore the importance of designing tasks that are both challenging and meaningful to sustain high levels of student participation and motivation. Improved Communicative Competence; Students showed notable progress in their ability to express themselves during task-based activities. Their reflections and classroom observations highlighted improved fluency and confidence when using the target language, particularly in real-world simulations. Students demonstrated significant progress in their ability to communicate effectively during task-based activities, marked by improved fluency and confidence. The incorporation of real-world simulations, such as role-playing workplace scenarios or discussing current events, provided a meaningful context for language use. According to Willis and Willis (2020), task-based learning fosters communicative competence by engaging students in authentic language tasks that mirror real-life interactions. For example, learners tasked with presenting mock business proposals exhibited increased confidence in articulating their ideas, relying less on scripted language and more on spontaneous expressions. Classroom observations revealed a gradual shift in students' language use, moving from basic sentence structures to more complex and context-appropriate expressions. This aligns with findings by Nunan (2022), who emphasizes that repeated exposure to practical language tasks encourages learners to expand their linguistic repertoire. Students also reported in their reflections that real-world simulations helped them understand the practical value of English, making them more motivated to improve their proficiency. Notably, activities that required negotiation, such as group problem-solving or debates, enhanced their ability to use persuasive language and adapt to dynamic conversational contexts. Fluency improvements were particularly evident in students' reduced hesitation and greater willingness to speak during classroom activities. Research by Nation and Newton (2021) underscores the importance of task repetition in building fluency, as it allows learners to practice and refine their output. For instance, students engaging in repeated role-plays of everyday situations, such as making a purchase or resolving a misunderstanding, became more adept at using functional phrases and responding quickly to questions. The collaborative nature of these tasks also created a supportive environment, where peers encouraged each other and offered constructive feedback. Moreover, the integration of scaffolded support, such as visual aids, vocabulary lists, and teacher modeling, facilitated the development of communicative competence. As stated by Richards (2022), scaffolding is crucial in bridging the gap between a learner's current abilities and the demands of a task. By progressively reducing support, students gained the confidence to use language independently. This growth was most evident in their ability to navigate unpredictable conversational turns during real-world simulations, showcasing not only improved fluency but also enhanced adaptability and problem-solving skills.

Reduction in Task-Execution Barriers: Adjustments made to task instructions and the integration of additional scaffolding tools (e.g., visual prompts, bilingual explanations, and peer support) effectively addressed the difficulties identified in Cycle 1. These strategies helped students better understand task objectives and engage more effectively. Adjustments to task instructions and the integration of additional scaffolding tools significantly reduced barriers to task execution. The inclusion of visual prompts, such as diagrams and flowcharts, provided students with concrete references that clarified task expectations. These visuals served as cognitive anchors, allowing learners to connect abstract instructions to actionable steps. According to Nation and Newton (2021), visual aids are instrumental in supporting comprehension, particularly for learners with limited language proficiency.

Additionally, bilingual explanations ensured that students could grasp the key objectives of tasks, minimizing confusion and enhancing their ability to engage actively. Peer support also played a crucial role in overcoming task-execution challenges. Pairing students of varying proficiency

levels created opportunities for collaborative learning, where more advanced learners guided their peers through complex instructions. Research by Vygotsky (1978) highlights the importance of social interaction in learning, particularly the concept of the "Zone of Proximal Development," where students benefit from assistance provided by peers or instructors. Observations revealed that this approach not only facilitated task comprehension but also fostered a sense of teamwork, as students felt more comfortable seeking clarification and sharing ideas. Moreover, iterative task design allowed for a gradual refinement of instructional clarity. During the second and third cycles, task instructions were broken into smaller, sequential steps, reducing cognitive overload. This approach aligns with Richards' (2022) recommendation that task complexity should be managed by simplifying instructions and providing step-by-step guidance. Feedback from students indicated that these adjustments made tasks more manageable and reduced anxiety, enabling them to focus on language production and interaction. The combination of visual prompts, bilingual explanations, and structured peer support significantly improved students' ability to execute tasks with confidence. These strategies not only addressed initial barriers but also contributed to creating an inclusive learning environment where all students felt equipped to participate. As a result, learners exhibited increased engagement and improved outcomes during task-based activities, demonstrating the effectiveness of targeted scaffolding in addressing task-execution barriers.

Increased Teacher Effectiveness: Teachers reported increased ease in facilitating tasks due to better-prepared materials and clearer goals for each activity. Their reflective journals emphasized the importance of flexibility and adaptation in responding to students' needs during task execution. Teachers experienced a marked improvement in their ability to facilitate task-based activities, attributed primarily to the refinement of instructional materials and clearer goals for each task. The preparation of well-structured materials, including detailed lesson plans, visual aids, and step-by-step guidelines, provided teachers with a strong framework for task implementation. These resources reduced the cognitive load on educators, allowing them to focus on engaging with students rather than troubleshooting unclear instructions. As highlighted by (Richards and Renandya, 2021), well-prepared materials serve as a crucial backbone for effective classroom management and ensure consistency in task execution. The clarity of goals for each activity also played a pivotal role in enhancing teacher effectiveness. By defining specific linguistic and communicative objectives for every task, teachers were able to align their facilitation strategies with desired learning outcomes. This alignment helped streamline the teaching process, enabling educators to monitor progress and provide timely feedback. According to Ellis (2020), clear task objectives are essential in maintaining pedagogical focus and ensuring that students remain oriented toward achieving communicative competence. Teachers reported that having explicit goals not only made their role more purposeful but also increased students' motivation to engage actively in tasks. Flexibility emerged as a critical factor in responding to students' needs during task execution. Teachers adapted their approaches dynamically, offering additional explanations, rephrasing instructions, or providing alternative examples when students encountered difficulties. This adaptability was particularly evident in cases where students required differentiated support, such as extra time to process instructions or additional scaffolding tools. Reflective journals revealed that teachers became more attuned to the diverse needs of their learners and were able to make on-the-spot adjustments to facilitate smoother task completion. As noted by (Nation, 2022), the ability to adapt instruction based on student feedback is a hallmark of effective teaching in communicative language classrooms. The experience of facilitating task-based activities also fostered professional growth among educators. Teachers reported gaining a deeper understanding of task-based learning principles, such as the significance of collaborative interactions and the role of scaffolding in fostering learner autonomy. These insights encouraged teachers to experiment with innovative strategies, such as incorporating multimedia resources and encouraging peer-to-peer support. The reflective process not only enhanced their instructional practices but also reinforced their confidence in managing complex classroom dynamics. This aligns with (Borg, 2021) finding that reflective teaching practices contribute to professional development by enabling educators to critically evaluate and improve their methodologies.

Persisting Challenges and Recommendations: While engagement and competence improved, some students continued to struggle with spontaneous language use in less-structured tasks. The findings suggest the need for continued scaffolding and the introduction of gradual

challenges to further bridge the gap between guided and independent communication. Despite notable improvements in student engagement and communicative competence, challenges remained in fostering spontaneous language use, particularly in less-structured tasks. Many students demonstrated hesitation when required to generate language independently, reflecting a reliance on the scaffolding tools provided during earlier, more guided activities. This issue is consistent with findings from Ellis (2020), who noted that learners transitioning from scaffolded to independent communication often face difficulties in applying newly acquired skills without external support. Addressing this gap requires a deliberate approach to task progression, ensuring that scaffolding is gradually withdrawn as students build confidence and autonomy.

One persistent barrier was the students' difficulty in initiating and sustaining conversations without explicit prompts. This struggle underscores the importance of incorporating transitional tasks that balance structure and independence. For instance, semi-structured activities, such as role-plays with partial scripts or guided debates, can serve as a bridge by allowing students to practice creative language use while still receiving minimal cues. According to Nation (2022), such transitional tasks provide the necessary support for learners to internalize linguistic patterns and gradually develop fluency in spontaneous contexts. To further address these challenges, the implementation of peer-mediated learning could be highly beneficial. Pairing students with varying levels of proficiency allows more advanced learners to model spontaneous language use while offering real-time feedback to their peers. Peer collaboration not only enhances the learning process but also reduces the anxiety associated with independent communication. As supported by (Richards and Renandya, 2021), interactive peer activities are instrumental in promoting a safe and supportive environment where learners feel encouraged to experiment with language. Additionally, the findings suggest the need for ongoing teacher intervention through reflective practice and adaptive pedagogy. Teachers could introduce incremental challenges by gradually increasing task complexity and reducing reliance on scaffolding tools. Simultaneously, providing consistent opportunities for formative assessment enables educators to identify and address individual learner needs effectively. This aligns with the recommendations of Borg (2021), who emphasized the role of reflective teaching in identifying and mitigating barriers to student progress. By adopting these strategies, educators can better equip students to transition from guided to independent communicative competence.

4. CONCLUSION

Task-Based Learning (TBL) integrated with Communicative Language Teaching (CLT) has demonstrated efficacy in enhancing engagement among novice English learners at Pamulang University. By focusing learning activities on significant tasks, students are motivated to utilize English in genuine circumstances, thereby connecting theoretical understanding with practical application. This approach enhances learners' language proficiency while also boosting their motivation with a focus on real-world applicability. Novice learners, frequently encountering obstacles like restricted vocabulary and diminished confidence, derive significant advantages from this immersive and participatory methodology, since it alleviates the anxiety associated with conventional rote learning.

The amalgamation of TBL and CLT fosters collaborative learning, which is crucial for developing communication skills. Collaborative assignments, including role-plays and problem-solving exercises, promote peer contact, cultivating a sense of belonging and active engagement. This collaborative setting aids students in surmounting inhibitions and cultivating fluency through meaningful conversation. Furthermore, work completion yields rapid feedback and opportunity for reflection, allowing students to recognize areas for enhancement and acknowledge their success.

The integration of Task-Based Learning (TBL) and Communicative Language Teaching (CLT) markedly improves engagement and efficacy in instructing English to novices. It provides pupils with linguistic fluency as well as the confidence and abilities necessary for communication in many circumstances. Pamulang University is implementing new teaching approaches, including TBL within the CLT framework as a model to provide an engaging and student-centered learning experience, particularly for individuals at the fundamental levels of English proficiency.

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