

**IMPLEMENTING TECHNOLOGY-MEDIATED TASK-BASED
LANGUAGE TEACHING TO ENHANCE SECONDARY EFL
STUDENTS' SPEAKING SKILLS**

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ABSTRACT

Speaking remains a central challenge in English as a Foreign Language (EFL) instruction in Indonesian secondary schools, where students often face anxiety, limited input, and few opportunities for meaningful practice. This study examined the effectiveness of integrating Task-Based Language Teaching (TBLT), the Teaching and Learning Cycle (TLC), and Mobile-Assisted Language Learning (MALL) to improve speaking performance and learner perceptions. Conducted as a two-cycle Classroom Action Research project with 42 eighth-grade students, the study employed an analytic rubric assessing fluency, vocabulary, pronunciation, and confidence, complemented by reflective journals and semi-structured interviews. Results showed statistically significant improvements across all domains ($p < 0.05$), with the largest gains in fluency and confidence. Students attributed these improvements to digital platforms: YouTube provided authentic models, Canva supported collaborative planning, and Instagram offered real audiences that enhanced motivation. Qualitative data revealed themes of linguistic development, affective engagement, and digital mediation, confirming that technology not only supported measurable outcomes but also enhanced motivation and willingness to communicate. Despite challenges in vocabulary and pronunciation, the findings suggest that integrating explicit instruction with digital mediation can address these gaps and provide a sustainable model for EFL pedagogy in digitally connected yet resource-constrained contexts.

Keywords: Task-Based Language Teaching, Teaching and Learning Cycle, Mobile-Assisted Language Learning, Speaking Performance, Technology-Mediated Pedagogy.

A. INTRODUCTION

Indonesian students often face challenges in developing oral skills. Studies by Puspitasari and Dewi (2023) and Riadil (2020), show that students often struggle with fluency, pronunciation, and anxiety, which can stem from limited exposure to spoken English and a lack of confidence in speaking. In addition to general challenges, young learners in Indonesia also face unique barriers factors such as negative attitudes toward the English language,

inhibition in speaking, and low participation in speaking activities have been identified as significant obstacles (Laila et al., 2023). To address the mentioned issues, several teaching strategies have shown positive effects on students' oral skills development. Task-Based Language Teaching (TBLT) is widely recognized for narrowing the gap between classroom rehearsal and real-world communication by immersing learners in tasks that demand purposeful language use and negotiation of meaning (Ellis, 2017; Skehan, 2021; Nunan, 2004; Bygate, 2018). In addition, Sirait et al., (2022) revealed that Task based learning is effective in increasing students' interest in learning.

Several studies have confirmed the benefits of TBLT including actively engaged the learners in their learning (Hima et al., 2021), enhancing students' English writing skills and creativity (Fadlilaturrohmah & Shofiyuddin, 2025), and speaking improvement in pronunciation, vocabulary, and overall interest in English learning (Hibatulloh et al., 2024). Alongside TBLT, the Teaching and Learning Cycle (TLC) offers a structured scaffold for moving learners from supported practice to independent production. Originating in genre-based pedagogy, TLC's four phases Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCT), and Independent Construction of Text (ICT) can be repurposed for spoken language development to manage cognitive load, model discourse, and organize collaborative performance before independent delivery (Derewianka, 2015; Hammond & Gibbons, 2005).

At the same time, Mobile-Assisted Language Learning (MALL) has expanded the ecological validity of classroom work by embedding learning in everyday digital platforms familiar to adolescents. Tools such as YouTube, Canva significantly improved students' learning interest and academic performance (Fauziyah et al., 2023; Setiawati et al., 2024). Furthermore, previous studies showed the benefits from the use of digital platform such as Instagram. Anindita and Noveintine (2022) found that Instagram can enhance vocabulary, grammar, and pronunciation knowledge, and also gain new information. Laila et al., (2025) highlights the importance of active engagement in digital learning spaces to maximize Instagram's potential for holistic language development. Moreover, Nurfadillah (2024) found there was a significant improvement in the speaking ability of students exposed to English contents on Instagram. Thus, it can be inferred there is a need to develop sound MALL pedagogies that are aligned with the sociocultural dimensions of language learning in relevant contexts (Li et al., 2022).

The present study responds to these converging currents by positioning technology-mediated TBLT within a TLC scaffold and situating tasks in platforms students already use. The pedagogical ambition is to operationalize authenticity (via TBLT), graduated support (via TLC), and motivational affordances (via MALL) in a coherent classroom model that is sensitive to local constraints. Prior integrative efforts have tended to treat these strands separately design/authenticity for TBLT, scaffolding for TLC, and motivation/access for MALL leaving limited guidance for combined enactment in secondary schools. By re-aligning task design, scaffolded rehearsal, and digital publishing, the study aims to enhance the quality of speaking opportunities while tackling barriers that typically suppress adolescent willingness to communicate.

The Teaching and Learning Cycle (TLC) was originally developed to provide systematic scaffolding in genre-based pedagogy, consisting of four stages: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCT), and Independent

Construction of Text (ICT). In the context of speaking instruction, these stages can be adapted to gradually transition students from supported practice to independent oral production (Derewianka, 2015). TLC aligns with principles of experiential and scaffolded learning, where learners progress through phases of modeling, collaboration, and independence (Hammond & Gibbons, 2005). When integrated with TBLT, TLC offers a structured framework that addresses common difficulties such as anxiety, vocabulary limitation, and lack of organization in speaking tasks. In particular, the joint construction stage encourages peer collaboration, while the independent construction stage prepares students to perform tasks autonomously. Nevertheless, research on TLC in EFL secondary classrooms remains limited, and its integration with TBLT has not been systematically explored.

Although TBLT, TLC, and MALL have each demonstrated potential benefits for language learning, previous research has often treated them separately. TBLT has primarily been discussed in terms of task design and communicative authenticity, TLC in terms of scaffolding and gradual independence, and MALL in terms of motivation and accessibility. Few studies have proposed an integrated framework that combines these three dimensions within the realities of Indonesian secondary schools. In other words, TLC's application to secondary-level EFL speaking and, crucially, its systematic integration with TBLT remain relatively underexplored in empirical classroom research, leaving open questions about how scaffolding can be orchestrated across task phases to reduce anxiety, build lexical resources, and strengthen coherence in oral production. This research is to fill the gap by conceptualizing speaking development at the intersection of TBLT, TLC, and MALL. Accordingly, this study advances and tests a classroom-based model that integrates TBLT, TLC, and MALL in Indonesian junior secondary English. The research asks: (1) How does technology-mediated TBLT, embedded within TLC scaffolding, improve students' speaking performance? and (2) How do students perceive the integration of digital platforms into task-based speaking lessons?

B. METHOD

This study adopted a Classroom Action Research (CAR) design, implemented across two cycles to enable iterative refinement of teaching practices and to ensure responsiveness to learners' needs. CAR is particularly suited for pedagogical innovation in language classrooms because it combines systematic inquiry with a practical orientation toward improvement (Kemmis & McTaggart, 2005). Each cycle of the research consisted of four phases: Planning, Action, Observation, and Reflection which provided a structured mechanism for integrating new strategies, evaluating their effects, and adjusting subsequent practice. The cyclical process not only allowed for ongoing monitoring but also created opportunities to capture emergent insights, aligning with the principle that classroom research must remain flexible and context-sensitive.

The design of this study also explicitly followed the Teaching and Learning Cycle (TLC), which was integrated within the CAR framework. The TLC model comprises four key stages: Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCT), and Independent Construction of Text (ICT). In this study, these phases were recontextualized for oral language development, thus providing a scaffolded pathway that guided learners from initial input exposure to independent speaking performance. The integration of TLC within the CAR ensured that each cycle was not only iterative but also scaffolded in a systematic manner, making the learning process both

cumulative and developmental (Derewianka, 2015; Hammond & Gibbons, 2005). At every stage of the TLC, digital tools such as YouTube, Canva, and Instagram were strategically incorporated to enhance engagement and authenticity of language learning. The study design and instruments were supported by visuals and tabular representations. Figure 1 illustrates the stages within the CAR cycle, showing how digital tools were embedded at each stage to support input, planning, and performance.

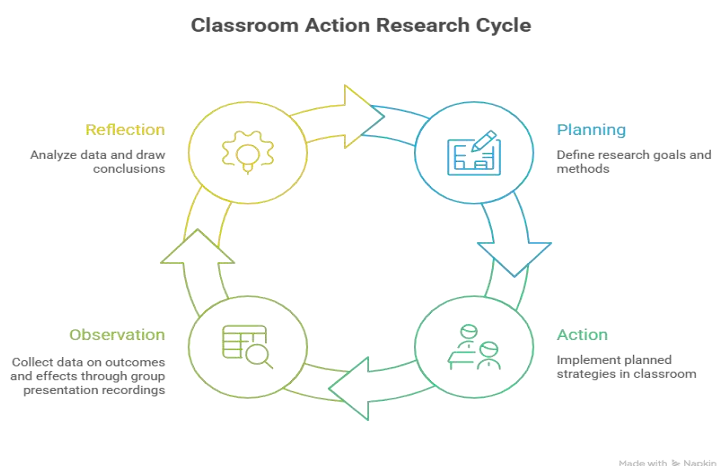


Figure 1 illustrates the stages within the CAR cycle

Each CAR cycle encompassed the four standard phases of Planning, Action, Observation, and Reflection, with careful alignment to TLC stages. During the Planning phase, the researchers and collaborating teacher identified key speaking problems and designed task-based lessons that embedded TLC scaffolding and digital mediation. The Action phase involved classroom implementation, in which YouTube was used to deliver authentic input, Canva to facilitate collaborative planning, and Instagram to provide a public platform for performance. The Observation phase entailed systematic monitoring of classroom interactions, student behaviors, and speaking outputs, using both direct observation and structured data collection instruments. Finally, the Reflection phase was dedicated to evaluating outcomes, identifying barriers, and refining instructional strategies for the subsequent cycle. This recursive design permitted continuous adjustment and enhancement, consistent with the action research ethos (Burns, 2009).

Cycle I primarily focused on establishing familiarity with task-based procedures, scaffolding structures, and digital platforms. During this cycle, students required substantial modeling and joint construction activities, as many were hesitant to perform in English and lacked strategies for using digital tools productively. In Cycle II, refinements were made based on reflections from Cycle I. For example, more structured guidance was incorporated in the planning stage using Canva templates, while peer feedback mechanisms on Instagram were introduced to enhance accountability and authenticity. This progression from Cycle I to Cycle II allowed for deeper engagement, greater learner autonomy, and stronger performance outcomes, demonstrating the adaptive strength of the CAR approach.

The study was conducted in a public junior high school in Karawang, Indonesia, with a sample of 42 eighth-grade students, aged between 13 and 14. The students represented diverse socio-economic backgrounds and, crucially, shared the characteristic of having limited exposure to English outside the classroom. This demographic profile reflects a

common challenge in Indonesian EFL settings, where students often rely almost exclusively on classroom instruction for language acquisition. The heterogeneity of the student group made the context particularly suitable for examining the efficacy of scaffolding and technology-mediated interventions in speaking instruction, as it allowed for the observation of effects across varying backgrounds and levels of proficiency.

Three primary instruments were employed to gather comprehensive data on both linguistic outcomes and learner perceptions. First, an analytic Speaking Rubric was used to assess four domains of speaking: fluency, vocabulary, pronunciation, and confidence. This rubric was applied consistently across both cycles, ensuring comparability of performance gains. The domains correspond to widely recognized indicators of oral proficiency in second language learning and align with established frameworks for communicative competence (Bygate, 2018; Ellis, 2017). The rubric scores provided quantitative evidence of progress and enabled the measurement of statistical significance in speaking improvements. Second, Reflective Journals were collected from students after each session. Learners were asked to record their experiences with digital tools and to reflect on how these platforms supported or hindered their speaking practice. The use of reflective journals not only gave voice to learners' perspectives but also captured affective and motivational dimensions of the learning process that are not easily measurable through rubrics alone. This method aligns with exploratory practice traditions in language education, which emphasize learner perspectives as central to understanding classroom processes (Allwright, 2003). Third, Semi-Structured Interviews were conducted with selected students after the completion of Cycle II. The interviews sought to probe learners' perceptions in more depth, focusing on their experiences of using YouTube, Canva, and Instagram, and on how these tools influenced their confidence, preparation, and performance in speaking tasks. The semi-structured format allowed for both consistency and flexibility, as core questions were asked across all interviews while additional probing was pursued based on individual responses. This combination of instruments ensured triangulation, enhancing both the validity and reliability of the study (Denzin, 2012).

Quantitative data from the speaking rubric were collected at the end of each cycle and subjected to statistical analysis to determine the significance of observed improvements. Paired comparisons were used to evaluate gains between Cycle I and Cycle II, focusing on mean score changes across the four domains. Qualitative data from reflective journals and interviews were subjected to thematic analysis, following (Braun & Clarke, 2021) framework. Coding was conducted iteratively, with themes emerging around linguistic development, affective engagement, and the affordances and challenges of digital tools. The mixed-methods approach was thus able to capture both measurable performance outcomes and nuanced learner experiences.

Ethical protocols were carefully observed throughout the study. Permission to conduct the research was obtained from the school authorities, and informed consent was secured from both students and their parents. Participation was voluntary, and students were assured that their grades and academic standing would not be affected by their involvement. Data confidentiality was maintained through anonymization, and reflective journals as well as interview responses were treated with strict confidentiality.

C. FINDINGS AND DISCUSSION

This section presents and discusses the findings of the study based on the two cycles of Classroom Action Research. The results are organized into three interconnected parts: the implementation process across cycles, the quantitative improvements in students' speaking performance, and the qualitative insights derived from reflective journals and interviews. By integrating process-oriented data with statistical outcomes and thematic analysis, this section provides a comprehensive account of how the combination of TBLT, TLC, and MALL influenced students' linguistic development and affective engagement.

1. Cycle-Based Implementation

This subsection outlines the implementation of the intervention across two cycles of Classroom Action Research, highlighting the instructional process, observed challenges, and subsequent refinements. The cyclical structure of planning, acting, observing, and reflecting enabled systematic evaluation and continuous improvement of the instructional design integrating Task-Based Language Teaching (TBLT), the Teaching and Learning Cycle (TLC), and Mobile-Assisted Language Learning (MALL).

Cycle I: Initial Implementation

Planning

In the first cycle, the researcher identified key speaking difficulties among students, including limited fluency, inadequate vocabulary, and low confidence. A lesson plan was then designed integrating Task-Based Language Teaching (TBLT), the Teaching and Learning Cycle (TLC), and Mobile-Assisted Language Learning (MALL). YouTube served as a source of authentic input, Canva facilitated collaborative planning, and Instagram was introduced to provide authentic audiences for students' oral tasks.

Acting

The researcher implemented the lesson sequence emphasizing the *Building Knowledge of the Field* and *Modeling of Text* phases of TLC. Students engaged in watching and discussing YouTube videos to observe pronunciation, vocabulary use, and speech organization. In the *Joint Construction* phase, Canva was used to help learners organize and visualize their ideas before speaking. Despite these supports, several challenges were observed: students still exhibited hesitation, reliance on notes, and limited fluency, indicating that scaffolding and digital integration were not yet fully effective.

Observing

Observation during this cycle revealed uneven participation, frequent pauses, and mispronunciations. Some learners were reluctant to perform without written prompts, while others struggled to use the digital tools productively. These findings suggested that clearer modeling and more structured guidance were required to maximize student engagement.

Reflecting

Based on the observations and data collected, the researcher reflected that more explicit modeling, extended practice, and stronger peer feedback mechanisms were needed. These insights informed the refinement plan for Cycle II, focusing on reinforcing scaffolding and increasing digital engagement.

Cycle II: Refinement and Improvement

Planning

For the second cycle, the researcher revised the instructional design by enhancing modeling activities, providing structured Canva templates to support vocabulary and idea organization, and strengthening the peer feedback process via Instagram posts. These adjustments aimed to address the fluency and confidence gaps identified in Cycle I.

Acting

The researcher implemented the improved sequence through all TLC stages. During *Modeling* and *Joint Construction*, additional YouTube videos were used as pronunciation models and examples of discourse organization. Canva became a scaffold for collaborative task preparation, while in *Independent Construction*, students recorded and uploaded their oral performances on Instagram, allowing peers to provide constructive feedback. These changes resulted in more active participation and better use of digital tools to plan and perform oral tasks.

Observing

Observation results showed noticeable improvement in students' speech delivery. They demonstrated greater fluency, more accurate pronunciation, and increased confidence when speaking in front of an audience. Learners appeared more autonomous, rehearsed more consistently, and displayed higher motivation, partly due to the presence of a real audience on Instagram.

Reflecting

Reflection after Cycle II indicated that the combination of task-based learning, scaffolding through TLC, and digital mediation through MALL effectively enhanced students' speaking competence. The iterative nature of the CAR process allowed continuous adjustment, which fostered both linguistic and affective growth among learners.

2. Quantitative Improvements in Speaking Performance

This subsection presents the quantitative results of students' speaking performance across Cycle I and Cycle II, highlighting measurable gains in fluency, vocabulary, pronunciation, and confidence/coherence. The comparison of mean scores between cycles illustrates the impact of instructional refinement and the integration of TBLT, TLC, and MALL on students' oral proficiency. Table 1 summarizes the average scores across both cycles, illustrating the substantial gains made in each criterion. The mean scores in Cycle I established the baseline for comparison, while Cycle II outcomes reflected the impact of refinements in instructional design and the integration of digital platforms within the TLC framework. Fluency improved from a mean of 2.1 to 3.4, representing the most notable linguistic gain (+1.3).

Table 1. Speaking performance scores for Cycle I and Cycle II

	Cycle I	Cycle II	
Criteria	Mean	Mean	Gain
Fluency	2.1	3.4	+1.3
Vocabulary	2.3	3.1	+0.8
Pronunciation	2.2	3.0	+0.8
Confidence/Coherence	2.0	3.5	+1.5
Overall Mean	2.2	3.3	+1.1

The data in Table 1 indicate an overall improvement in students' speaking performance across all four assessed aspects fluency, vocabulary, pronunciation, and confidence from Cycle I to Cycle II. This consistent upward trend suggests that the iterative refinements implemented between cycles positively influenced students' linguistic competence and affective engagement. To gain a clearer understanding of these results, each aspect of speaking performance fluency, vocabulary, pronunciation, and confidence is discussed in detail below.

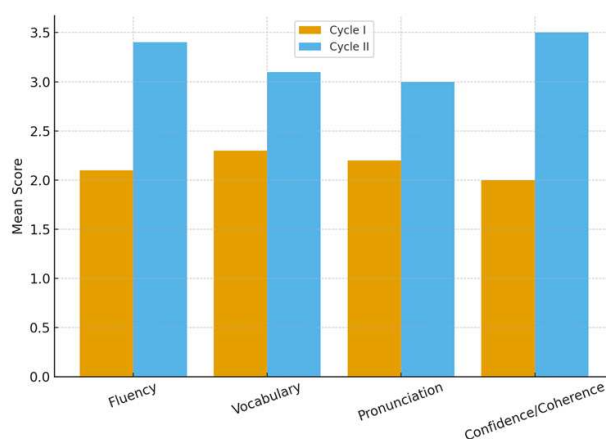


Figure 2. Comparison of Speaking Performance Scores (Cycle I vs Cycle II)

The vocabulary domain showed a mean increase of +0.8, from 2.3 in Cycle I to 3.1 in Cycle II. This gain aligns with previous findings indicating that TBLT contributes to improvements in vocabulary development and overall engagement in English learning (Hibatulloh et al., 2024; Hima et al., 2021). The structured scaffolding provided through the Teaching and Learning Cycle (TLC) particularly during the Building Knowledge of the Field and Joint Construction phases likely supported lexical expansion by managing cognitive load and guiding collaborative meaning-making (Derewianka, 2015; Hammond & Gibbons, 2005).

Moreover, Pronunciation also improved by +0.8, reflecting the impact of repeated listening, modeling, and guided rehearsal embedded within task cycles. Prior research has shown that TBLT enhances students' pronunciation and overall speaking performance by engaging learners in purposeful communicative practice (Hibatulloh et al., 2024). The combination of modeling in the TLC framework and iterative task performance appears to have strengthened students' phonological control before independent delivery. Furthermore, confidence and coherence demonstrated the largest improvement of +1.5, moving from 2.0 to 3.5. This substantial gain supports earlier studies highlighting that TBLT actively engages learners and increases their interest in English learning (Hima et al., 2021). Furthermore, the scaffolded progression from supported to independent production in TLC fosters discourse organization and communicative readiness (Derewianka, 2015; Hammond & Gibbons, 2005). The integration of MALL platforms such as YouTube, Canva, and Instagram may have further enhanced motivation and participation, as digital tools are known to increase learning interest and academic performance when embedded meaningfully in instructional design (Fauziyah et al., 2023; Setiawati et al., 2024).

Overall, the mean score rose from 2.2 to 3.3, reflecting an aggregate improvement of +1.1 across all domains. These results reinforce the argument that the synergistic integration of TBLT, TLC scaffolding, and MALL-mediated engagement can promote measurable gains in both linguistic competence and affective involvement.

Fluency Gains

The fluency improvement was particularly pronounced, as students demonstrated greater ability to sustain speech with fewer pauses and more natural rhythm by the end of Cycle II. These gains can be attributed to the alignment of TBLT with TLC, where the structured progression from modeling to joint construction provided students with repeated exposure and practice before independent performance (Derewianka, 2015; Hammond & Gibbons, 2005). In addition, previous studies have shown that TBLT enhances students' speaking performance and engagement (Hibatulloh et al., 2024), while the meaningful use of digital platforms can increase learning interest and participation (Fauziyah et al., 2023).

Vocabulary Expansion

Vocabulary growth was evident both in the rubric scores and in learners' reflective journals. Students reported acquiring new words from YouTube and organizing them through Canva before speaking. This finding aligns with studies showing that TBLT promotes vocabulary development through meaningful task engagement (Hibatulloh et al., 2024) and that TLC scaffolding supports systematic language expansion (Derewianka, 2015). Digital integration further enhanced learning interest and academic performance (Fauziyah et al., 2023).

Pronunciation Development

Pronunciation gains were evidenced by clearer articulation and more accurate stress and intonation patterns in Cycle II performances. Students highlighted the benefits of repeated listening and mimicking of YouTube input, which provided rich models of natural speech. In interviews, learners expressed that they felt more confident in pronouncing words correctly after imitating online speakers and practicing collaboratively with peers. This finding supports (Skehan, 2021), who argues that modeling and repetition are key to building phonological accuracy in task-based learning environments.

Confidence and Coherence

The most substantial improvement was observed in confidence and coherence, which reflects not only the learners' willingness to speak but also their ability to structure ideas effectively. Instagram played a crucial role in this domain by providing a real audience and encouraging peer feedback. Learners expressed in interviews that sharing their work publicly gave them a sense of responsibility to perform better, while receiving supportive comments boosted their confidence. The TLC framework further facilitated coherence by encouraging collaborative construction of discourse before independent performance, thereby equipping students with organizational strategies. These outcomes resonate with prior research emphasizing that scaffolding combined with authentic tasks can reduce anxiety and foster communicative confidence (Derewianka, 2015; Allwright, 2003).

3. Student Perceptions from Reflective Journals and Interviews

Qualitative data from reflective journals and semi-structured interviews offered complementary insights into the observed quantitative gains. Students consistently described the digital platforms as motivating, particularly Instagram, which transformed classroom tasks into socially meaningful activities. Learners reported that they prepared more carefully

knowing that their peers and wider audiences would view their performances. They also appreciated Canva as a planning tool, as it helped them structure ideas and manage lexical resources more effectively. YouTube was valued for providing authentic input that improved both pronunciation and vocabulary. These perceptions underscore the motivational and cognitive affordances of MALL, which extend beyond classroom boundaries and align with (Thomas et al, 2013) on the role of digital tools in fostering engagement.

Thematic analysis identified three central themes: linguistic development, affective engagement, and digital mediation. Linguistic development referred to the measurable improvements in fluency, vocabulary, pronunciation, and coherence. Affective engagement captured learners' heightened confidence and reduced anxiety, linked to both scaffolding and authentic audiences. Digital mediation referred to the instrumental role of platforms in facilitating input, planning, and public performance. Together, these themes illustrate a coherent pathway through which technology-mediated TBLT with TLC scaffolding supported both linguistic and affective growth.

Linguistic Development

Students reported noticeable progress in pronunciation accuracy and vocabulary expansion. Exposure to authentic YouTube materials improved their pronunciation control and lexical range.

“Using YouTube helped me to learn new vocabulary and how to pronounce difficult words correctly.” (RJ-S2)

This reflection illustrates how *linguistic development* was mediated by multimodal input, leading to measurable gains in vocabulary (+0.8) and pronunciation (+0.8) reported quantitatively. Students also described improvements in speech organization through visual planning with Canva:

“Canva really helped because I could add pictures and colours, making it easier to explain ideas.” (INT-S1)

These excerpts demonstrate that the combination of visual planning tools and authentic linguistic models strengthened both fluency and coherence. The use of YouTube provided input for linguistic accuracy, while Canva served as a scaffolding medium that helped learners conceptualize and structure their spoken output more effectively.

Affective Engagement

Learners' reflections revealed evident affective growth, particularly in increased confidence and reduced anxiety. Students emphasized that performing for authentic audiences and receiving peer feedback encouraged them to be more motivated and less fearful of making mistakes.

“Before using Instagram, I felt nervous, but after seeing my friends perform, I became braver.”(RJ-S3)

“I felt very proud because my video was seen by many people.” (RJ-S4)

These excerpts exemplify the *affective engagement* theme, demonstrating how authentic exposure through Instagram helped students overcome apprehension and develop a stronger

sense of self-assurance and pride in their performance. This finding aligns directly with the quantitative confidence gain of +1.5, indicating that enhanced emotional readiness and social validation contributed to the improvement in students' fluency and overall speaking performance.

Digital Mediation and Collaboration

Students perceived technology not only as an instructional aid but also as a collaborative medium that connected them with their peers. Canva was particularly valued for facilitating joint planning and coordination, while Instagram promoted accountability by providing an authentic platform for sharing performances and receiving feedback.

“After watching the video and preparing cues in Canva, it became easier to follow the sequence during the presentation and then upload it to Instagram.” (RJ-S4)

“I tried to speak more slowly and practiced repeatedly so that the delivery became smoother.” (RJ-S5)

These excerpts exemplify the *digital mediation and collaboration* theme, illustrating how technology supported both the cognitive and social dimensions of learning. Students used digital tools to co-construct meaning, refine their oral delivery, and extend practice beyond classroom boundaries. This perception corresponds with the observed fluency gain of +1.3, confirming that the integration of TBLT, TLC, and MALL effectively promoted sustained engagement and communicative autonomy.

The findings of this study demonstrate that integrating Task-Based Language Teaching (TBLT), the Teaching and Learning Cycle (TLC), and Mobile-Assisted Language Learning (MALL) can significantly enhance students' speaking performance in secondary EFL contexts. The observed improvements in fluency, vocabulary, pronunciation, and confidence validate the assumption that task authenticity, structured scaffolding, and digital mediation operate synergistically to support both linguistic and affective development. From a linguistic perspective, the integration of TBLT and TLC provided a structured yet communicative learning environment that promoted gradual mastery of spoken production. The quantitative results revealed notable gains in fluency (+1.3) and pronunciation (+0.8), which can be attributed to repeated task rehearsal, modeling through authentic input, and joint construction activities. These findings are consistent with (Ellis, 2017; Skehan, 2021), who argue that iterative task cycles enhance automaticity and fluency by balancing cognitive load and meaning negotiation. Moreover, the scaffolded progression of TLC from modeling to independent construction enabled students to internalize discourse structures and linguistic patterns before performing autonomously, reinforcing (Derewianka, 2015) notion that systematic scaffolding fosters procedural control in language production.

The affective dimension of improvement was also clearly evident. The substantial increase in confidence and coherence (+1.5) indicates that emotional engagement contributed significantly to performance gains. Learners' reflections revealed that authentic audiences and peer feedback on Instagram reduced anxiety and increased motivation to perform. This finding is consistent with research showing that TBLT actively engages learners and enhances interest in English learning (Hima et al., 2021), while structured scaffolding through TLC fosters communicative readiness and discourse organization (Hammond & Gibbons, 2005). Performing for real audiences appeared to strengthen students' sense of responsibility and ownership, thereby supporting more confident oral production.

While exposure to authentic input supported vocabulary learning, the relatively modest gain (+0.8) suggests that incidental learning from videos may not be sufficient without explicit lexical recycling. Similarly, pronunciation improvement, though positive, could be strengthened through more targeted corrective feedback and phonological awareness training. These findings align with the principle that TBLT should be supported by structured scaffolding to strengthen linguistic accuracy and procedural control (Derewianka, 2015; Hammond & Gibbons, 2005), ensuring that communicative practice is balanced with focused language development.

The positive outcomes suggest that technology-enhanced TBLT can address common challenges in Indonesian EFL classrooms, such as limited English exposure and speaking anxiety. Research shows that TBLT improves speaking performance and engagement (Hima et al., 2021; Hibatulloh et al., 2024), while TLC provides structured scaffolding toward independent production (Derewianka, 2015). The integration of familiar digital tools further increases learning interest and participation (Fauziyah et al., 2023). Overall, the combined use of TBLT, TLC, and MALL forms a coherent framework that supports linguistic development and affective growth, demonstrating its effectiveness in secondary classroom contexts.

D. CONCLUSION

This study aimed to examine whether the integration of Task-Based Language Teaching (TBLT), the Teaching and Learning Cycle (TLC), and Mobile-Assisted Language Learning (MALL) could enhance secondary students' speaking performance. The findings demonstrate that the combined instructional framework resulted in measurable improvement across all assessed domains of speaking, with the most substantial gains observed in fluency and confidence, followed by vocabulary and pronunciation. These results indicate that scaffolded task progression supported by purposeful digital mediation can positively influence both linguistic competence and affective engagement. From a pedagogical perspective, the study highlights that digital platforms such as YouTube, Canva, and Instagram can function as meaningful instructional mediators when embedded systematically within task sequences. Authentic input, structured collaborative planning, and real audience exposure contributed to increased rehearsal, reduced hesitation, and stronger learner motivation. However, the relatively moderate gains in vocabulary and pronunciation suggest that technology-enhanced tasks should be complemented by explicit lexical recycling and focused phonological support to optimize linguistic accuracy.

Theoretically, the study contributes to the growing body of research on integrated instructional models by demonstrating that TBLT, TLC scaffolding, and MALL can operate synergistically in secondary EFL contexts, including resource-limited settings. The alignment between structured pedagogical progression and learners' everyday digital practices appears to strengthen both communicative performance and emotional readiness. Despite these contributions, several limitations should be acknowledged. The study was conducted in a single school involving 42 students, which may limit the generalizability of the findings. Furthermore, the implementation was confined to two CAR cycles, and therefore the long-term sustainability of the observed improvements remains uncertain. Future research is recommended to adopt longitudinal designs to examine the durability of gains in fluency, vocabulary, pronunciation, and confidence. Expanding the study across diverse socio-economic and educational contexts in Indonesia would also provide a broader understanding of scalability and contextual adaptability. Additionally, further investigation

into specific task sequencing and digital affordances may offer deeper insight into how technology-mediated scaffolding interacts with cognitive processes in speaking development.

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