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Integrating Task-Based Activities and Audio-Visual Media to Enhance EFL Students' Speaking Ability

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Abstract: This Classroom Action Research (CAR) aimed to improve seventh-grade students' speaking ability at SMPK Adisucipto Kupang through the implementation of Task-Based Learning (TBL) supported by Audio-Visual Media (AVM). The study involved 27 students and was conducted through cycles of planning, action, observation, and reflection. Data were collected using speaking tests, observation checklists, and field notes. The pre-test results revealed that students struggled with fluency, pronunciation, vocabulary, comprehension, and confidence, resulting in limited interaction and hesitancy to speak. After the intervention, significant improvement was observed across all speaking components. The class average increased from 45.4 (Medium) to 75.8 (High), with 22 students reaching the High category in the post-test compared to none in the pre-test. Qualitative findings showed that students became more active, motivated, and confident, supported by the engaging nature of audio-visual input and the communicative demands of task-based activities. These results indicate that combining TBL with AVM effectively enhances both cognitive and affective aspects of speaking performance. The study suggests continued integration of multimedia-supported communicative tasks in English language instruction.

Keywords: Task-Based Learning; Audio-Visual Media; Speaking Skills; Classroom Action Research

INTRODUCTION

Speaking is a crucial component of language learning and teaching. Back then, speaking activities took the shape of repetition and drilling. Early English Language Teaching (ELT) approaches and theories primarily aimed to establish correct language habits through repetition and drilling. Errors made during the acquisition process were immediately corrected to prevent fossilization, resulting in an emphasis on accuracy over communicative use (Richards & Rodgers, 2014). Consequently, these approaches prioritized receptive skills such as reading and listening rather than productive skills like speaking, which limited

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learners' opportunities to use the language meaningfully. Nonetheless, with the emergence of new ELT approaches and methods, particularly Communicative Language Teaching (CLT) in the 1970s, speaking gained a more central role in language instruction. CLT emphasizes communicative competence, encouraging learners to use language for meaningful interaction rather than merely practicing isolated linguistic forms (Hymes, 1972; Richards, 2006). Speaking has taken on a new orientation within language instruction. This shift has focused on improving language learners' fluency and accuracy, respectively. Teachers have adopted various speaking activities, such as dialogues, role plays, storytelling, and picture description. The significance of speaking lies in enabling teachers to diagnose learners' proficiency levels, identify the difficulties they encounter, such as pronunciation problems, and provide appropriate remedial instruction to enhance speaking proficiency.

Speaking is a fundamental skill in language learning, yet many students continue to face difficulties expressing ideas fluently, confidently, and accurately. Initial classroom observations at SMPK Adisucipto Kupang revealed several challenges: students hesitated to speak, relied heavily on Indonesian, struggled with pronunciation, lacked vocabulary, and demonstrated low confidence during speaking tasks. These issues resulted in limited interaction and passive learning behavior. To address these problems, Task-Based Language Teaching (TBLT) supported by Audio-Visual Media (AVM) was introduced. Recent studies (Masuram & Sripada, 2020; Guebba, 2021) show that TBL encourages active language use while AVM provides meaningful input through visual and auditory stimuli, helping learners grasp context and pronunciation more effectively. Therefore, the present study aims to investigate how TBLT combined with AVM can improve students' speaking ability and identify which aspects of speaking, such as fluency, pronunciation, vocabulary, confidence, and comprehension, benefit the most from the intervention.

TBLT is an approach that promotes experience-based learning and student-centered learning that applies hands-on practice, reflection, and feedback (East, 2021). As globalization increases the demand for communicative proficiency, TBLT has become increasingly relevant in language education. TBLT is one of the learner-centered approaches in language learning that emphasizes significant communication through performing real-life tasks during the learning process (Pankeaw & Satayaban, 2024; Lee, 2025). Rather than learning language in isolated chunks, the learners are encouraged to accomplish specific non-linguistic tasks, with the target language becoming the language of instruction (Saleem et al., 2025). Nita (2025) affirms that this learner-centered approach improves the students' collaboration and engagement in the class. Therefore, as language teaching evolves to meet the needs of a globalized world, TBLT represents a shift toward a more dynamic, learner-centered approach. With those advantages of TBLT, supported by various previous research findings, it is suggested that teachers and curriculum designers adopt TBLT in which English is not the first language (Bagasala & Estremera, 2025).

Studies have shown that TBLT can promote the improvement of learners' abilities. It particularly includes oral language ability and oral fluency, strengthening language accuracy, and communicative ability (Zhang, 2025). Furthermore, TBLT is able to improve the students' knowledge regarding the subject matter, and increase their motivation in learning (Yuniarti et al., 2025). This makes TBLT a particularly appealing approach in both

English as a Foreign Language (EFL) and English as a Second Language (ESL) settings. Meanwhile, Mayer (2001) defines multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. He also describes the potential benefits of multimedia, as humans possess visual and auditory information processing capabilities.

Ivers and Baron (2002) state that multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others. It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information. Reddy (2008) argues that audiovisual education involves the usage of interactional devices like projectors, radio, television, charts, posters, models, field trips, and so on. Aryadnyani et al. (2025) also added that AVM tools for students can improve speaking skills several times significantly. AVM can be defined as stimulating materials and devices that aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.

To enhance the present condition of the teaching of speaking at SMPK ADISUCIPTO, the writer decided to try the use of task-based activities supported by Audio Visual Media (AVM) in the classroom. AVM is a popular medium for use in teaching a foreign or second language. Many researchers have done research related to AVM. The writer was interested in teaching speaking by using AVM because of the advantages it can offer. The writer hoped that the students' ability to speak would improve more than with other teaching methods.

Based on the issues described above, this study focuses on the following research problem: How can the application of task-based activities supported by audio-visual media improve students' speaking skills? In response to this problem, the objectives of the study are to describe the improvement in students' speaking skills and to explain how the use of task-based language teaching combined with audio-visual media supports and enhances the learning process.

METHOD

This study employed Classroom Action Research (CAR) following the model proposed by Kemmis and McTaggart (1988), which consists of four stages: planning, action, observation, and reflection. The research was conducted in two cycles, with each cycle consisting of one meeting. Cycle 1 focused on identifying students' initial speaking problems and implementing task-based activities supported by audio-visual media, followed by reflection on the learning process. Cycle 2 was conducted to improve the weaknesses identified in Cycle 1 and to further enhance students' speaking performance. Each cycle was completed in one meeting, resulting in a total of two meetings. The study was terminated after Cycle 2 because the criteria of success had been achieved.

This research was conducted as Classroom Action Research (CAR) at SMPK Adisucipto Kupang, involving 27 seventh-grade students. The study aimed to enhance students' speaking ability by integrating Task-Based Activities supported by audio-visual

media. Throughout the implementation, the class engaged with an animated video entitled "The Bird and the Whale", which served as the main stimulus for the speaking tasks. Students were organized into small groups to discuss the storyline and prepare a retelling activity; however, each student was assessed individually to ensure that the results truly reflected their personal speaking performance.

The instruments used in the study consisted of an observation checklist, a speaking assessment sheet, and field notes.

1. Speaking Test — The speaking assessment in this study was conducted through a pre-test and a post-test to examine students' speaking ability before and after the implementation of the instructional action across two cycles. The pre-test was administered in Cycle 1 to identify students' initial speaking proficiency and common difficulties before the application of task-based learning supported by audio-visual media. The post-test was conducted in Cycle 2 after improvements were made based on the reflection of Cycle 1, aiming to evaluate the effectiveness of the revised instructional activities. Both tests employed the same task format, instructions, and scoring rubric to ensure consistency and comparability of results. Students' speaking performance was assessed individually based on several components, including comprehension, vocabulary, pronunciation, and fluency, allowing any improvement in scores to be attributed to the implemented teaching strategy rather than differences in assessment procedures.
2. Observation Sheet — used to document student behavior, engagement, and interaction.
3. Field Notes — used to record classroom atmosphere and responses toward the tasks and AVM.

The checklist and assessment sheet focused on aspects such as fluency, pronunciation, confidence, and participation. Before use, the instruments were tried out with a different group of students and were proven to be clear, functional, and appropriate for classroom assessment, so no revisions were required. Field notes were used to document classroom atmosphere, student engagement, responses to the audio-visual media, and any spontaneous behaviors that occurred during the learning process.

All student names in this study have been anonymized using labels ST01–ST27 to ensure participant confidentiality and comply with ethical research standards. These anonymized codes are used consistently in all tables, analyses, and descriptions throughout the article. Data collection took place naturally during the teaching and learning activities. Students completed a speaking task after watching the selected audio-visual media ("The Bird and the Whale"). Although students worked collaboratively during task preparation, their performance was scored individually. Observations and field notes were recorded during each learning cycle. For the analysis, both quantitative and qualitative approaches were applied.

Quantitative data were obtained from the students' speaking scores collected across the two meetings, allowing the researcher to identify any performance improvement. Meanwhile, qualitative data from the observation checklists and field notes were analyzed to describe changes in students' attitudes, level of participation, collaboration, and overall

classroom dynamics. By combining these two forms of analysis, the researcher was able to determine the effectiveness of using task-based learning supported by audio-visual media in improving students' speaking ability.

In Classroom Action Research, clearly defined criteria of success are required to determine whether the implemented action has effectively addressed the identified learning problems and whether further cycles are necessary. In this study, the criteria of success were established as benchmarks to evaluate the improvement of students' speaking ability after the implementation of task-based learning supported by audio-visual media. The action was considered successful if (1) the class average speaking score reached at least the Medium High category (≥61), and (2) a minimum of 70% of the students achieved the Medium High or High category in the post-test. When these criteria were fulfilled at the end of Cycle 2, the instructional intervention was regarded as effective, and no additional cycle was conducted.

RESULTS

Prior to the intervention, students showed limited fluency, low confidence, and frequent hesitation. Vocabulary use was minimal, and pronunciation errors were common. After applying TBL supported by AVM, significant improvements were observed in all components of speaking.

Quantitative results showed the class average increased from 45.4 (Medium) to 75.8 (High). Twenty-two students reached the High category in the post-test, compared to zero in the pre-test. Qualitative observations indicated that students became more active, confident, and engaged. Observation data indicated that the use of audio-visual media (AVM) helped students understand the learning context more effectively. This was evident from several observable behaviors during the classroom activities. After watching the video, most students were able to retell the storyline in the correct sequence, identify main characters and events, and respond appropriately to comprehension questions without repeated instructions from the teacher. Students also demonstrated improved contextual understanding by using vocabulary and expressions that were relevant to the video content during their speaking performance. These behaviors suggest that audio-visual input provided clear contextual cues that supported students' comprehension and idea development.

In addition, task-based learning (TBL) activities encouraged meaningful interaction, negotiation of meaning, and spontaneous speaking. During group and pair work, students actively asked for clarification, repeated or reformulated sentences when misunderstandings occurred, and responded to their peers' ideas using simple follow-up questions or comments. Observation notes showed that students were willing to speak without relying on scripted sentences and were able to express ideas more spontaneously. Interaction among students increased noticeably, and communication breakdowns were often resolved through peer support rather than teacher intervention. These classroom behaviors indicate that TBL created opportunities for authentic communication and promoted students' active engagement in spoken interaction.

These findings align with Ellis (2003), Willis (1996), and Mayer (2009), who emphasize the benefits of communicative tasks and multimedia learning tools. In general,

TBL supported by AVM effectively improved students' speaking performance both cognitively and affectively.

1. Quantitative result

Based on the results of the speaking assessment of SMPK ADISUCIPTO Kupang students, there was a very significant improvement from pre-test to post-test. The pre-test average score was 45.4 (Medium), indicating that students' speaking skills were still moderate and needed improvement; no students reached the High category, and 13 remained in the Medium Low/Low category. After the implementation of Task-Based Learning supported by audio-visual media, students' speaking abilities increased dramatically. The tasks encouraged real communication while audio-visual media provided clear language models, helping students improve fluency, vocabulary, pronunciation, and confidence. This resulted in much higher post-test scores, with most students reaching the High category. These findings show that the combination of Task-Based Learning and audiovisual media effectively enhanced students' English-speaking skills.

Table 1. Students' Speaking Scores (Pre-Test)

NO	Students	Fluency	Vocabulary	Compre-hension	Pronun-ciation	Confidence	Score
1	St01	65	40	40	65	50	52
2	St02	66	40	45	65	65	56.2
3	St03	50	40	4	39	40	38.6
4	St04	66	45	50	45	56	52.4
5	St05	44	37	40	38	40	39.8
6	St06	40	35	45	45	50	43
7	St07	40	40	40	47	38	41
8	St08	60	55	60	65	55	59
9	St09	35	35	35	35	35	35
10	St10	45	45	50	45	40	45
11	St11	40	40	40	40	40	40
12	St12	40	40	40	43	45	41.6
13	St13	40	38	45	40	40	40.6
14	St14	40	40	40	40	37	39.4
15	St15	50	50	50	55	55	52
16	St16	40	37	35	40	40	38.4
17	St17	40	37	35	40	40	38.4
18	St18	40	40	35	40	40	39
19	St19	35	37	35	35	37	35.8
20	St20	45	45	45	45	45	45
21	St21	38	40	40	37	40	39
22	St22	38	40	37	40	43	39.6
23	St23	45	45	43	40	45	43.6

NO	Students	Fluency	Vocabulary	Compre-hension	Pronun-ciation	Confidence	Score
24	St24	37	45	40	40	40	40.4
25	St25	40	40	45	40	40	41
26	St26	40	40	45	45	40	42
27	St27	70	70	70	72	70	70.4

After the learning intervention, the post-test results showed a significant improvement in students' speaking performance. The class average increased to 75.8, which falls into the *High* category, indicating an increase of two levels from the pre-test. The number of students who reached the *High* category rose dramatically from 0 to 22 students, while those in the *Medium Low/Low* categories decreased from 13 to only 5 students. This proves the success of applying Task-Based Learning supported by audio-visual media in improving speaking skills at SMPK ADISUCIPTO Kupang.

Individually, almost all students demonstrated progress. Some recorded the highest increases, such as st14 (+47.4), st17 (+46.6), st18 and st25 (each +44), and st03 (+41.4). Even students with initially low scores also showed improvement, although some were not yet optimal, such as st12, who increased by only +0.4 points. Overall, the results indicate that the integration of Task-Based Learning and audio-visual media effectively enhanced students' speaking achievement at both the group and individual levels.

Table 2. Post-Test Results

NO	Student	Fluency	Vocabulary	Compre-hension	Pronun-ciation	Confi-dence	Score
1	St01	86	85	87	80	88	85.2
2	St02	88	85	85	80	85	84.6
3	St03	85	80	80	75	80	80
4	St04	85	80	82	80	82	81.8
5	St05	75	75	75	78	80	76.6
6	St06	85	75	75	80	80	79
7	St07	85	75	78	83	80	80.2
8	St08	85	80	80	85	80	82
9	St09	40	45	40	38	35	39.6
10	St10	85	75	75	80	78	78.6
11	St11	85	80	80	85	80	82
12	St12	45	40	40	40	45	42
13	St13	45	40	50	40	45	44
14	St14	88	85	88	88	85	86.8
15	St15	86	85	85	85	88	85.8
16	St16	45	40	45	47	45	44.4
17	St17	85	85	85	85	85	85
18	St18	85	80	80	85	85	83

NO	Student	Fluency	Vocabulary	Compre-hension	Pronun-ciation	Confi-dence	Score
19	St19	40	45	40	40	37	40.4
20	St20	85	80	80	88	85	83.6
21	St21	40	41	45	40	40	41.2
22	St22	40	40	43	45	43	42.2
23	St23	85	80	85	86	85	84.2
24	St24	40	50	55	55	40	48
25	St25	86	80	86	88	85	85
26	St26	85	80	80	85	80	82
27	St27	95	90	88	95	90	91.6

Overall, the results of the pre-test and post-test tables show that the learning provided was highly effective in improving students' speaking skills. Improvements were evident across all assessed components, including fluency, vocabulary, comprehension, pronunciation, and confidence. With a significant shift in the class average from the Medium to the High category, it can be concluded that the speaking instruction implemented through Task-Based Learning supported by audio-visual media had a strong positive impact on students' English-speaking development. These learning strategies successfully encouraged active communication, provided meaningful language input, and increased students' motivation, resulting in substantial progress in their overall speaking performance.

Table 3. Student Language Skills Improvement

Student	Highest Improvement Aspect	Narrative Description
ST01	Comprehension	ST01 showed the greatest improvement in comprehension, indicating stronger understanding and response ability.
ST02	Vocabulary	ST02 demonstrated the highest gain in vocabulary, showing improved word recall and usage.
ST03	Comprehension	ST03 experienced a very large increase in comprehension, becoming more capable of interpreting spoken input.
ST04	Vocabulary	ST04 improved most significantly in vocabulary, expanding lexical resources.
ST05	Pronunciation	ST05's highest improvement occurred in pronunciation, showing clearer articulation.
ST06	Fluency	ST06 achieved the greatest improvement in fluency, speaking more smoothly and confidently.
ST07	Fluency	ST07 improved mainly in fluency, showing faster, more natural speech.

Student	Highest Improvement Aspect	Narrative Description
ST08	Fluency	ST08 experienced the highest increase in fluency, becoming more spontaneous during speaking.
ST09	Vocabulary	ST09 improved most in vocabulary, demonstrating better word choice.
ST10	Fluency	ST10 showed the largest improvement in fluency, reflecting greater ease in speech.
ST11	Fluency	ST11 recorded the highest gain in fluency, speaking more readily and coherently.
ST12	Fluency	ST12 improved most significantly in fluency, although with a modest increase.
ST13	Fluency	ST13 showed a small yet highest gain in fluency among all aspects.
ST14	Fluency	ST14 demonstrated sharp improvement in fluency, becoming more active in oral communication.
ST15	Fluency	ST15's fluency increased most, indicating more natural and continuous speech.
ST16	Comprehension	ST16 improved most in comprehension, showing better understanding of spoken cues.
ST17	Comprehension	ST17's biggest gain occurred in comprehension, reflecting improved interpretation skills.
ST18	Fluency	ST18 improved most in fluency, speaking more confidently and fluidly.
ST19	Vocabulary	ST19 experienced the highest increase in vocabulary, demonstrating better word usage.
ST20	Pronunciation	ST20 improved most in pronunciation, producing clearer and more accurate sounds.
ST21	Comprehension	ST21 showed the greatest improvement in comprehension, enhancing understanding during tasks.
ST22	Comprehension	ST22 improved most in comprehension, though with a moderate increase.
ST23	Pronunciation	ST23 had the highest gain in pronunciation, with noticeably clearer speech.
ST24	Comprehension	ST24's biggest improvement occurred in comprehension, understanding instructions more effectively.
ST25	Pronunciation	ST25 showed the highest gain in pronunciation, producing sounds more accurately.

Student	Highest Improvement Aspect	Narrative Description
ST26	Fluency	ST26 improved most significantly in fluency, becoming more articulate.
ST27	Fluency	ST27 showed their greatest improvement in fluency, communicating with more confidence.

Table 4. Comparison between Pre-test & Post-test Results per Student

No	Student	Score Pre-test	Category	Score Post-test	Category	Increase
1	St01	52	Medium	85.2	High	+33.2
2	St02	56.2	Medium High	84.6	High	+28.4
3	St03	38.6	Medium Low	80	High	+41.4
4	St04	52.4	Medium	81.8	High	+29.4
5	St05	39.8	Medium Low	76.6	Medium High	+36.8
6	St06	43	Medium	79	Medium High	+36
7	St07	41	Medium	80.2	High	+39.2
8	St08	59	Medium	82	High	+23
9	St09	35	Medium Low	39.6	Medium Low	+4.6
10	St10	45	Medium	78.6	Medium High	+33.6
11	St11	40	Medium Low	82	High	+42
12	St12	41.6	Medium	42	Medium Low	+0.4
13	St13	40.6	Medium Low	44	Medium Low	+3.4
14	St14	39.4	Medium Low	86.8	High	+47.4
15	St15	52	Medium	85.8	High	+33.8
16	St16	38.4	Medium Low	44.4	Medium Low	+6
17	St17	38.4	Medium Low	85	High	+46.6
18	St18	39	Medium Low	83	High	+44
19	St19	35.8	Medium Low	40.4	Medium Low	+4.6
20	St20	45	Medium	83.6	High	+38.6
21	St21	39	Medium Low	41.2	Medium Low	+2.2
22	St22	39.6	Medium Low	42.2	Medium Low	+2.6
23	St23	43.6	Medium	84.2	High	+40.6
24	St24	40.4	Medium Low	48	Medium	+7.6
25	St25	41	Medium	85	High	+44
26	St26	42	Medium	82	High	+40
27	St27	70.4	High	91.6	High	+21.2

Table 5. Overall Class Summary

Description	Pre-test	Post-test
Class Average	45.4	75.8
Average Category	Medium / Medium High	High
High Category Students	14 students	22 students
Medium Low/ Low Category Students	13 students	5 students

Based on the summary of the pre-test and post-test results, it is clear that the learning activities implemented were very effective in improving students' speaking skills. The class average increased significantly from 45.4 (*Medium/Medium high*) to 75.8 (*High*). The shift in student performance categories also demonstrates substantial progress: the number of students in the *High* category rose sharply from 14 to 22, while those in the *Medium Low/Low* category reduced from 13 to only 5 students. This indicates that the learning provided was successful in enhancing speaking achievement both individually and collectively.

The intervention, which applied Task-Based Learning supported by audio-visual media, played an important role in this improvement. Task-based activities promote authentic language use by requiring learners to complete meaningful communicative tasks, while audio-visual media provide contextualized input and accurate language models (Willis, 1996; Mayer, 2009). This combination facilitates both comprehension and spoken production. As a result, students showed rapid development in fluency, vocabulary, comprehension, pronunciation, and confidence.

Individually, almost every student experienced an increase in their scores. Some achieved remarkable progress, such as st14 (+47.4), st17 (+46.6), st18 and st25 (each +44), and st03 (+41.4). Even students who were initially in the lower category showed improvement, although not yet optimal, such as st12, who improved by +0.4.

The findings confirm that the learning process had a strong positive impact on students' speaking abilities across all assessed components. The intervention not only increased vocabulary mastery but also promoted better fluency, clearer pronunciation, stronger comprehension, and higher confidence in speaking English. Overall, the significant shift from Medium to High in the class average, combined with consistent individual score improvement, proves that the use of Task-Based Learning integrated with audio-visual media is highly effective in developing students' English speaking skills.

Table 6. Average Improvement in Each Aspect of Speaking

Aspect	Average Improvement
Comprehension	+29.00
Vocabulary	+27.41
Fluency	+27.04

Pronunciation	+26.48
Confidence	+26.11

The overall analysis of the five speaking aspects shows that *Comprehension* achieved the highest average improvement (+29.00), followed by *Vocabulary* (+27.41) and *Fluency* (+27.04). *Pronunciation* and *Confidence* also demonstrated strong gains, with increases of +26.48 and +26.11, respectively. These results indicate that the treatment effectively enhanced students' speaking performance across all dimensions, with the most substantial impact occurring in their ability to understand and respond to spoken input.

2. Qualitative Result

This section presents the qualitative findings obtained from classroom observations and field notes during the implementation of task-based learning supported by audio-visual media. The qualitative data focus on students' activeness and understanding during speaking activities across two cycles. Observations were conducted in each meeting to capture changes in students' participation, cooperation, enthusiasm, initiative, and comprehension of the learning material. The results are presented to describe the classroom conditions in Cycle 1 and Cycle 2 and to illustrate the observable improvements in students' behavior, performance, and classroom atmosphere throughout the instructional process.

Table 7. Field notes qualitative result cycle 1

No	Aspect	Indicator	Description	Notes
1	Activeness	Participation	Active in activities such as discussions, question and answer sessions, and role plays.	Only a few students actively participated in discussions and question-and-answer sessions. Most students tended to be passive and waited for instructions from the teacher or dominant peers. Participation mostly occurred when students were directly asked to respond.
		Cooperation	Work well together in groups or pairs.	Students showed basic cooperation during group work; however, collaboration was not optimal. Some students relied heavily on their peers to complete tasks and contributed minimally to group discussions.

No	Aspect	Indicator	Description	Notes
		Enthusiasm	Demonstrate enthusiasm, focus, and a passion for learning.	Students' enthusiasm was moderate. Some students paid attention to the lesson, but several appeared hesitant and less confident during speaking activities. Focus decreased when students were asked to perform orally.
		Initiative	Dare to speak or respond without being asked.	Very few students showed initiative to speak or respond without being asked. Most students were reluctant to speak English voluntarily and waited to be appointed by the teacher.
2	Under-standing	Compre-hension	Understanding the content of the video or story well.	Most students demonstrated a basic understanding of the video content. They were able to recognize the main characters and general ideas, but some students still needed repeated explanations to understand the storyline.
		Response	Provide answers or responses that are relevant to the material.	Students' responses to questions were often short and sometimes incomplete. Several answers were not fully relevant to the material, indicating limited comprehension.
		Application	Able to use language/expressions appropriate to the context of the activity.	Students had difficulty using appropriate vocabulary and expressions related to the context of the activity. Many students relied on simple or memorized expressions and paused frequently while speaking.

No	Aspect	Indicator	Description	Notes
		Connection	Connecting the content of the video with personal experiences or ideas.	Only a small number of students were able to relate the video content to their own experiences or ideas. Most students focused only on retelling the story without a personal connection.

Based on the observation data in Cycle 1, students' activeness and understanding during the learning process were still limited. Only a few students actively participated in discussions, while most remained passive and spoke only when appointed by the teacher, indicating low confidence in speaking English. Group cooperation was basic but not optimal, as several students relied on their peers and showed limited initiative. In terms of understanding, most students demonstrated only general comprehension of the video content and required repeated explanations. Their responses were often short, and many experienced difficulty using appropriate vocabulary and expressions, suggesting that students' understanding of the material was still superficial.

Table 8. Field notes qualitative result cycle 2

No	Aspect	Indicator	Description	Notes
1	Activeness	Participation	Active in activities such as discussions, question and answer sessions, and role plays.	Students showed clear improvement in participation. More students are actively engaged in discussions and question-and-answer sessions. Several students responded voluntarily without waiting to be called by the teacher.
		Cooperation	Work well together in groups or pairs.	Cooperation among students improved significantly. Group members worked more collaboratively, shared ideas more equally, and supported each other during speaking tasks.
		Enthusiasm	Demonstrate enthusiasm, focus, and a passion for learning.	Students demonstrated higher enthusiasm and focus during learning activities. They appeared more confident and showed greater interest in participating in speaking tasks.

No	Aspect	Indicator	Description	Notes
		Initiative	Dare to speak or respond without being asked.	Many students showed initiative by speaking spontaneously and responding to questions without being prompted. Students were more willing to express their ideas in English.
2	Under-standing	Compre-hension	Understanding the content of the video or story well.	Students showed better comprehension of the video content. Most students were able to understand the storyline clearly and retell events in the correct sequence.
		Response	Provide answers or responses that are relevant to the material.	Students provided more relevant and complete responses to questions. Answers reflected a better understanding of the material and improved clarity in expressing ideas.
		Application	Able to use language/expressions appropriate to the context of the activity.	Students were able to use vocabulary and expressions that matched the context of the activity more appropriately. Speaking performance became more fluent with fewer pauses.
		Connection	Connecting the content of the video with personal experiences or ideas.	Several students were able to connect the content of the video with their personal experiences or opinions. This indicated deeper understanding and meaningful engagement with the material.

The observation results in Cycle 2 showed noticeable improvement in students' activeness and understanding compared to Cycle 1. More students actively participated in discussions and question-and-answer sessions, and several responded voluntarily without being prompted by the teacher, indicating increased confidence in speaking English. Students demonstrated better cooperation by sharing ideas more equally and supporting one another during speaking tasks, accompanied by higher enthusiasm and focus throughout the lesson. In terms of understanding, most students showed clearer comprehension of the video content, as reflected in more relevant and complete responses, improved use of appropriate

vocabulary and expressions, and greater fluency with fewer pauses. Several students were also able to connect the learning content with their personal experiences, indicating deeper and more meaningful engagement.

Based on the observation results across the two cycles, it can be concluded that the implementation of task-based learning supported by audio-visual media positively influenced students' activeness and understanding in speaking activities. In Cycle 1, students showed limited participation, low initiative, and basic comprehension, indicating that they were still adjusting to the learning approach. However, after improvements were made in Cycle 2, students demonstrated clear progress in participation, cooperation, enthusiasm, and initiative. Their understanding of the material also improved, as reflected in more relevant responses, better application of vocabulary, and the ability to connect learning content with personal experiences. These findings suggest that the instructional actions implemented in Cycle 2 were effective in creating a more interactive, engaging, and meaningful speaking learning environment.

DISCUSSION

The findings of this study show that the implementation of Task-Based Learning (TBL) supported by audio-visual media significantly improved students' speaking skills. This improvement is evident in the rise of the class average score from 45.4 in the pre-test to 75.8 in the post-test. The improvement in students' speaking ability can be attributed to the combined roles of task-based learning and audio-visual media in creating meaningful and supportive learning conditions. Task-based learning required students to use English as a tool to complete communicative tasks, which encouraged active participation, interaction, and negotiation of meaning during speaking activities. Through group and pair work, students had repeated opportunities to express ideas, respond to peers, and repair misunderstandings, which gradually increased their confidence and fluency. This interactive process explains the observable improvement in students' speaking performance, particularly in fluency and vocabulary use.

At the same time, the use of audio-visual media provided rich contextual input that supported students' comprehension. Visual cues such as images, actions, and situational context helped students understand the meaning of spoken language without relying solely on verbal explanation. As a result, students were able to grasp the content more easily and generate ideas for speaking tasks. This explains why comprehension showed the highest improvement in this study, followed by vocabulary and fluency. Repeated exposure to contextualized input through audio-visual media allowed students to internalize meaning, recall relevant vocabulary, and produce more appropriate expressions during speaking activities.

These findings are consistent with previous studies on task-based learning and multimedia-assisted language instruction, which emphasize that meaningful interaction and contextualized input play a crucial role in developing speaking skills. However, the present study highlights that comprehension can improve more prominently when learners are provided with repeated and visually supported input within task-based activities. This

suggests that the integration of task-based learning and audio-visual media is particularly effective in enhancing learners' understanding, which in turn facilitates improvement in other speaking components.

The integration of audio-visual media further strengthened the effectiveness of the learning process. Research shows that multimedia input provides learners with richer linguistic exposure, including pronunciation models, contextual vocabulary, and visual cues that support comprehension (Yuliantini, 2021; Nuraini et al., 2024). In this study, the animated video was shown to help students understand the storyline more easily, reducing cognitive load and enabling them to produce longer and more coherent speech. Moreover, audio-visual materials are known to increase learner engagement and attention due to their interactive and stimulating nature (Fiorella & Mayer, 2015).

The improvements in speaking skills observed in this study are also consistent with contemporary perspectives on second language acquisition, especially in peer communication. It is because peer-mediated learning format is applicable in improving language outcomes, academic outcomes, and social outcomes from the students (Cole, 2018). These processes were evident during group work and discussions, where students clarified meaning and constructed sentences collaboratively. Similarly, recent studies highlight that opportunities to produce spoken output help learners develop fluency and accuracy through real-time language processing (Ghufran et al., 2026).

In addition to cognitive gains, positive changes were observed in students' affective factors. Students demonstrated higher participation, reduced anxiety, and increased confidence in speaking English. This finding aligns with Belgacem & Deymi (2023)., who found that TBLT helps reduce the students' speaking anxiety as well as inrease their enthusiasm, motivation, and confidence

The findings of this study affirm that the combination of TBL and audio-visual media is an effective instructional approach for improving students' speaking performance. The results also support recent empirical evidence that multimodal input combined with communicative task design fosters both linguistic and affective development in English language learners.

CONCLUSION

This Classroom Action Research investigated the integration of task-based learning and audio-visual media to enhance EFL students' speaking ability. The findings from both quantitative and qualitative data indicate that the implementation of the instructional action led to meaningful improvement in students' speaking performance across two cycles. The post-test results showed higher scores compared to the pre-test, particularly in comprehension, followed by vocabulary and fluency. These improvements were supported by observation and field note data, which revealed increased student participation, cooperation, confidence, and engagement during speaking activities.

The improvement occurred because task-based learning encouraged students to actively use English to complete communicative tasks, promoting interaction, negotiation of meaning, and spontaneous language use. At the same time, audio-visual media provided contextual and visual support that helped students understand the learning material more

easily and generate ideas for speaking. Repeated exposure to contextualized input enabled students to develop better comprehension, which became the foundation for improvement in other speaking components. The integration of these two approaches created a more interactive and meaningful learning environment that reduced students' anxiety and increased their willingness to speak.

Based on the achievement of the criteria of success, the instructional action was considered effective, and no further cycle was required. Therefore, it can be concluded that integrating task-based learning supported by audio-visual media is an effective strategy for improving EFL students' speaking ability, particularly in terms of comprehension and active classroom participation. For future researchers, it is recommended to apply this instructional approach in different educational contexts, such as at the senior high school level, to examine its effectiveness with learners of higher proficiency and different learning characteristics. Future studies are also encouraged to implement more cycles and longer intervention periods to obtain deeper insights into the sustainability of students' speaking improvement and to refine the instructional strategies for greater learning outcomes.

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