EFFECTIVENESS OF TASK-BASED LEARNING IN IMPROVING THE PUBLIC SPEAKING SKILLS OF GRADE TWELVE LEARNERS AT SEÑOR SANTIAGO LEARNING CENTER

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Abstract

Public speaking is a critical senior high school communication skill because learners are expected to express ideas clearly, organize messages logically, use verbal and non-verbal cues effectively, and communicate with confidence in academic, workplace, and civic contexts (National Association of Colleges and Employers, 2025). This study determined the effectiveness of Task-Based Learning in improving the public speaking skills of Grade Twelve learners at Señor Santiago Learning Center. Specifically, it assessed learners' public speaking skills before and after Task-Based Learning, focusing on content organization, clarity of speech, verbal and non-verbal delivery, confidence, audience engagement, and overall presentation. The study employed a quasi-experimental one-group pretest–posttest research design. The participants were Grade Twelve learners who completed the pretest, participated in Task-Based Learning activities, completed the posttest, and responded to a survey on challenges encountered. The use of Task-Based Learning in terms of content organization, clarity of speech, verbal and non-verbal delivery, confidence, audience engagement, and overall presentation. The study employed a quasi-experimental one-group pretest–posttest research design. The participants were Grade Twelve learners who completed the pretest, participated in Task-Based Learning activities, completed the posttest, and responded to a survey on challenges encountered. The main instruments used were a public speaking performance rubric and a survey questionnaire on challenges encountered. The intervention consisted of structured speaking tasks, including role-playing, interviews, group presentations, debates, simulations, problem-solving activities, and impromptu speaking exercises. Recent evidence indicates that Task-Based Language Teaching can enhance speaking proficiency, confidence, motivation, engagement, and willingness to communicate when tasks are authentic, collaborative, and communicative (Guo et al., 2026). Results showed that before the use of Task-Based Learning, learners had an overall mean of 2.56, interpreted as Fair, with overall presentation as the highest indicator and confidence as the lowest. After the intervention, the learners obtained an overall mean of 4.16, interpreted as Very Good, with overall presentation, clarity of speech, and content organization as the highest-rated indicators. The paired-samples t-test showed a significant difference between pretest and posttest scores, with a mean difference of 1.60, t-value of 18.26, and p-value of less than .001. Learners moderately encountered challenges during the intervention, with nervousness when speaking in front of classmates, difficulty organizing ideas, and difficulty finding the right words as the most common concerns. Based on the findings, the study proposed SPEAK-UP: A Task-Based Public Speaking Enhancement Plan for Grade Twelve Learners to strengthen confidence-building, idea organization, vocabulary development, clear and concise speaking, feedback, reflection, and performance monitoring.

Keywords: Task-Based Learning, Public Speaking Skills, Grade Twelve Learners, Oral Communication, Speaking Performance Results, Instruments, Intervention Activities, Challenges, And SPEAK-UP

1. Introduction

Public speaking is an essential senior high school communication skill because learners are expected to express ideas clearly, organize thoughts logically, and communicate meaningfully in academic, professional, and social contexts (Department of Education, 2025). At the senior high school level, learners are prepared to participate in spoken, written, and multimodal communicative events that require clarity, confidence, cultural sensitivity, and ethical responsibility (Department of Education, 2025). Public speaking is, therefore, not merely a classroom activity but a life skill that prepares learners for oral reports, interviews, research presentations, workplace communication, entrepreneurship, and civic participation (National Association of Colleges and Employers, 2025). The National Association of Colleges and Employers identifies communication as a career-readiness competency involving verbal, written, and non-verbal abilities, active listening, persuasion, and clear organization of ideas (National Association of Colleges and Employers, 2025).

For Grade Twelve learners, public speaking becomes especially important as they approach graduation and prepare for higher education, employment, entrepreneurship, or community engagement (National Association of Colleges and Employers, 2025). These learners are expected to present outputs, defend viewpoints, respond to questions, participate in interviews, and collaborate with different audiences in formal and informal settings (Department of Education, 2025). Effective public speaking requires more than speaking loudly; learners must organize content, use appropriate language, control their voice and pacing, apply gestures and eye contact, and maintain audience attention (Department of Education, 2025). Thus, public speaking instruction must address both the content of the message and the manner in which it is delivered (National Association of Colleges and Employers, 2025).

Despite its importance, public speaking remains a challenging task for many learners because it often involves anxiety, fear of negative evaluation, and lack of confidence (ul Huda et al., 2024). Public speaking anxiety can affect learners' ability to perform well in oral presentations and group discussions because fear may interfere with voice control, fluency, organization, and willingness to speak (ul Huda et al., 2024). Learners may understand the lesson but hesitate to speak because they fear mistakes, embarrassment, laughter, or judgment from classmates (ul Huda et al., 2024). This concern shows that public speaking difficulty is not only a language issue but also an emotional and performance-related challenge that requires supportive instructional intervention (ul Huda et al., 2024).

Learners may also experience difficulty organizing ideas when preparing and delivering oral presentations (Department of Education, 2025). A speech becomes less effective when the introduction is unclear, the main points are disconnected, the supporting details are weak, and the conclusion does not reinforce the message (Department of Education, 2025). Clarity of speech is another important concern because pronunciation, articulation, voice projection, pacing, and word choice influence whether the audience understands the speaker's message (National Association of Colleges and Employers, 2025). Verbal and non-verbal delivery also affects public speaking, as tone, gestures, posture, facial expressions, eye contact, and movement contribute to audience connection and overall presentation quality (Department of Education, 2025).

Given these concerns, public speaking instruction should provide learners with meaningful opportunities to speak, interact, receive feedback, and improve through repeated practice (Guo et al., 2026). Task-Based Learning offers a relevant instructional approach because it allows learners to use language while completing purposeful speaking tasks that resemble real communication situations (Guo et al., 2026). Instead of relying only on memorized speeches or scripted reports, learners engage in role-playing, interviews, group presentations, debates, simulations, problem-solving activities, and impromptu speaking exercises (Guo et al., 2026). These tasks help learners practice speaking for authentic purposes, such as explaining ideas, persuading listeners, defending opinions, answering questions, and collaborating with peers (Guo et al., 2026).

Recent evidence supports the value of Task-Based Language Teaching in improving speaking instruction (Guo et al., 2026). A 2026 systematic review found that Task-Based Language Teaching is effective in enhancing overall speaking proficiency and specific linguistic competencies across diverse educational contexts (Guo et al., 2026). The same review emphasized that authentic and collaborative tasks can foster supportive learning environments that improve learners' confidence, motivation, engagement, and willingness to communicate (Guo et al., 2026). This evidence supports the use of Task-Based Learning as an intervention for public speaking because learners improve when they actively use language, interact with others, and refine their performance through meaningful practice (Guo et al., 2026).

In the present study, Task-Based Learning was examined as an instructional strategy for improving the public speaking skills of Grade Twelve learners at Señor Santiago Learning Center. The study focused on six indicators of public speaking performance: content organization, clarity of speech, verbal and non-verbal delivery, confidence, audience engagement, and overall presentation. These indicators are aligned with the communication competencies expected of learners who need to express information, ideas, facts, and perspectives clearly and effectively in academic and future workplace contexts (National Association of Colleges and Employers, 2025). They are also consistent with the need for learners to participate in communicative events with clarity, confidence, audience awareness, and appropriate language use (Department of Education, 2025).

Accordingly, this study determined the effectiveness of Task-Based Learning in improving the public speaking skills of Grade Twelve learners at Señor Santiago Learning Center. Specifically, it assessed learners' public speaking performance before and after Task-Based Learning, tested for a significant difference between pretest and posttest performance scores, identified challenges encountered during task-based speaking activities, and proposed an instructional enhancement plan based on the findings. The study is significant because it provides school-based evidence on whether structured speaking tasks can help learners become more organized, clearer, more confident, more audience-aware, and more effective in oral communication. By examining public speaking through task-based instruction, the study contributes to the improvement of senior high school communication instruction and supports learners' preparation for graduation, higher education, employment, entrepreneurship, and civic participation (Department of Education, 2025; National Association of Colleges and Employers, 2025; Guo et al., 2026).

2. Method

2.1 Research Design

The study employed a quantitative quasi-experimental research design, specifically the one-group pretest–posttest design, to determine the effectiveness of Task-Based Learning in improving the public speaking skills of Grade Twelve learners at Señor Santiago Learning Center (Creswell & Creswell, 2023). This design was appropriate because the study assessed the same group of learners before and after their exposure to the instructional intervention (Creswell & Creswell, 2023). The pretest was administered before the use of Task-Based Learning to determine the learners' initial level of public speaking skills in terms of content organization, clarity of speech, verbal and non-verbal delivery, confidence, audience engagement, and overall presentation (Creswell & Creswell, 2023). After the pretest, the learners participated in structured Task-Based Learning activities, including role-playing, interviews, group presentations, debates, simulations, problem-solving activities, and impromptu speaking exercises (Guo et al., 2026). These activities were designed to provide learners with meaningful opportunities to speak, collaborate, respond, receive feedback, and improve their oral communication through authentic, purposeful tasks (Guo et al., 2026). The posttest was administered after the intervention using the same or a parallel public speaking performance rubric to determine whether learners' public

speaking skills improved after exposure to Task-Based Learning (Creswell & Creswell, 2023). The comparison between the pretest and posttest results served as the basis for determining whether there was a significant difference in learners' public speaking performance before and after the intervention (Field, 2024). The study was quasi-experimental because the learners were not randomly assigned to separate experimental and control groups, but were assessed as one intact classroom group under actual school conditions (Creswell & Creswell, 2023). This design was suitable for classroom-based intervention research because it allowed the researcher to evaluate the measurable effect of an instructional strategy within a natural learning environment (Creswell & Creswell, 2023). The study also included a descriptive component to identify the challenges learners encountered during the implementation of Task-Based Learning (Creswell & Creswell, 2023). These challenges provided additional insights into learners' experiences, particularly regarding nervousness, difficulty organizing ideas, limited vocabulary, lack of confidence, unclear pronunciation, weak audience engagement, and ineffective verbal and non-verbal delivery (Guo et al., 2026). The findings from the pretest, posttest, significance test, and challenges survey served as the empirical basis for developing an instructional enhancement plan to improve public speaking instruction among Grade Twelve learners (Creswell & Creswell, 2023; Field, 2024).

2.2 Participants

The study involved Grine Twelve learners of Señor Santiago Learning Center who were officially enrolled at the time of the study and directly participated in the Task-Based Learning intervention. They were considered appropriate respondents because Grade Twelve learners are expected to demonstrate communication readiness as they prepare for graduation, higher education, employment, entrepreneurship, and community participation (National Association of Colleges and Employers, 2025). The study used purposive sampling because the respondents were selected based on specific criteria aligned with the research's purpose, particularly their grade level, participation in public speaking activities, and exposure to Task-Based Learning (Creswell & Creswell, 2023). The inclusion criteria covered learners who were enrolled in Grade Twelve, available during the intervention period, participated in the pretest and posttest, joined the task-based speaking activities, and completed the survey on challenges encountered (Creswell & Creswell, 2023). Learners who were absent during key phases of data collection or who were unable to complete the required speaking assessments were excluded from the final analysis to maintain data completeness and consistency (Creswell & Creswell, 2023). The same group of learners participated in both the pretest and posttest, allowing their public speaking performance before and after the intervention to be compared using related measures (Field, 2024). This procedure was appropriate because the study sought to determine whether learners' public speaking skills improved after exposure to structured speaking tasks such as role-playing, interviews, group presentations, debates, simulations, problem-solving activities, and impromptu speaking exercises (Guo et al., 2026). The respondents' speaking performances were assessed on content organization, clarity of speech, verbal and nonverbal delivery, confidence, audience engagement, and overall presentation (National Association of Colleges and Employers, 2025). These indicators were relevant because effective communication requires learners to express information, ideas, facts, and perspectives clearly and appropriately across different audiences and situations (National Association of Colleges and Employers, 2025). Since Task-Based Learning emphasizes authentic, collaborative, and meaningful speaking activities, the selected learners were suitable participants for determining how task-based instruction may improve public speaking performance (Guo et al., 2026). The participants' responses to the challenges survey also provided additional information on their experiences during the intervention, including nervousness, difficulty organizing ideas, limited vocabulary, lack of confidence, unclear pronunciation, weak audience engagement, and ineffective verbal and non-verbal delivery (ul Huda et al., 2024). Overall, the participant selection was appropriate because it focused on the

actual learner group that experienced the intervention and generated classroom-based evidence on the effectiveness of Task-Based Learning in improving public speaking skills (Creswell & Creswell, 2023; Guo et al., 2026).

2.3 Instrumentation

The study used a public speaking performance rubric and a survey questionnaire on challenges encountered as the main instruments for data collection (Creswell & Creswell, 2023). The public speaking performance rubric was used to determine the level of public speaking skills of the Grade Twelve learners before and after the implementation of Task-Based Learning (Creswell & Creswell, 2023). The rubric assessed learners' public speaking performance in terms of content organization, clarity of speech, verbal and non-verbal delivery, confidence, audience engagement, and overall presentation (National Association of Colleges and Employers, 2025). These indicators were appropriate because effective communication requires learners to express information, ideas, facts, and perspectives clearly, organize messages effectively, use verbal and non-verbal communication appropriately, and communicate with respect for audience differences (National Association of Colleges and Employers, 2025). The rubric was administered during both the pretest and posttest to ensure that learners' speaking performance was evaluated using the same criteria before and after the intervention (Creswell & Creswell, 2023). The pretest established the learners' initial public speaking performance, while the posttest measured their performance after exposure to Task-Based Learning activities (Field, 2024). The use of a rubric was appropriate because public speaking is a performance-based skill that must be assessed through observable behaviors such as organization of ideas, speech clarity, voice quality, gestures, posture, eye contact, confidence, audience connection, and overall delivery (Department of Education, 2025). The performance descriptors in the rubric helped ensure that the assessment of learners' oral performance was systematic, consistent, and aligned with the target communication competencies (Creswell & Creswell, 2023). The study also used a survey questionnaire to identify the challenges learners encountered when using Task-Based Learning (Creswell & Creswell, 2023). The questionnaire included items related to nervousness, fear of speaking before an audience, difficulty organizing ideas, limited vocabulary, lack of confidence, unclear pronunciation, weak audience engagement, difficulty speaking spontaneously, and ineffective verbal and non-verbal delivery (ul Huda et al., 2024). These challenge indicators were relevant because public speaking difficulty is often connected with anxiety, fear of negative evaluation, confidence issues, and performance-related concerns (ul Huda et al., 2024). The survey questionnaire helped describe learners' experiences during task-based speaking activities and provided additional data for identifying areas that needed instructional support (Creswell & Creswell, 2023). The instruments were aligned with the intervention because Task-Based Learning requires learners to participate in meaningful speaking tasks such as role-playing, interviews, group presentations, debates, simulations, problem-solving activities, and impromptu speaking exercises (Guo et al., 2026). These task-based activities were consistent with recent evidence showing that Task-Based Language Teaching can improve speaking proficiency, confidence, engagement, motivation, and willingness to communicate when tasks are authentic and collaborative (Guo et al., 2026). The rubric and questionnaire were validated by appropriate experts to ensure clarity, relevance, suitability for Grade Twelve learners, and alignment with the statement of the problem (Creswell & Creswell, 2023). The validation process strengthened the content quality of the instruments and helped ensure that the items measured the intended public speaking skills and learner challenges (Creswell & Creswell, 2023). Overall, the public speaking performance rubric and the survey questionnaire provided the necessary data for determining learners' public speaking performance before and after the intervention, identifying challenges encountered during Task-Based Learning, and developing an instructional enhancement plan for Grade Twelve public speaking instruction (Creswell & Creswell, 2023; Guo et al., 2026).

2.4 Data Analysis

The data gathered from the public speaking performance rubric and the survey questionnaire on challenges encountered were checked, scored, tabulated, organized, analyzed, and interpreted in accordance with the specific research problems of the study (Creswell & Creswell, 2023). Descriptive statistics were used to determine the level of public speaking skills of the Grade Twelve learners before and after the implementation of Task-Based Learning (Creswell & Creswell, 2023). The mean was computed to determine the learners' average performance in content organization, clarity of speech, verbal and non-verbal delivery, confidence, audience engagement, and overall presentation before and after the intervention (Creswell & Creswell, 2023). The standard deviation was used to determine the extent of variation or consistency in the learners' pretest and posttest public speaking performance scores (Field, 2024). The pretest results served as the baseline measure of learners' initial public speaking performance, while the posttest results served as the measure of learners' performance after exposure to Task-Based Learning activities (Creswell & Creswell, 2023). The descriptive interpretation of the mean scores was used to classify learners' level of public speaking skills across the six performance indicators (Creswell & Creswell, 2023). To determine whether a significant difference existed between the pretest and posttest public speaking performance scores of the same group of learners, the paired-samples t-test was employed at the 0.05 level of significance (Field, 2024). This test was appropriate because the study compared two related sets of scores obtained from the same learners before and after the instructional intervention (Field, 2024). The result of the paired-samples t-test served as the basis for determining whether Task-Based Learning significantly improved learners' public speaking skills (Creswell & Creswell, 2023). To address challenges encountered during Task-Based Learning implementation, frequency counts and percentages were used to determine how many learners experienced each difficulty and the proportion of the group that encountered the same concern (Creswell & Creswell, 2023). A weighted mean was used to determine the extent to which learners encountered each challenge during task-based speaking activities (Creswell & Creswell, 2023). Ranking was applied to arrange the challenges from most to least encountered based on learners' responses (Creswell & Creswell, 2023). The interpretation of learner challenges was important because public speaking development may be affected by nervousness, fear of negative evaluation, difficulty organizing ideas, limited vocabulary, unclear delivery, weak audience engagement, and lack of confidence (ul Huda et al., 2024). The findings from the pretest, posttest, significance test, and challenges survey served as the empirical basis for developing the proposed instructional enhancement plan to improve public speaking instruction among Grade Twelve learners (Creswell & Creswell, 2023). Overall, the statistical tools provided a systematic basis for determining whether meaningful, authentic, collaborative, and task-based speaking activities contributed to measurable improvement in learners' public speaking performance (Guo et al., 2026).

3. Results

Before the implementation of Task-Based Learning, the Grade Twelve learners obtained an overall mean of 2.56, interpreted as Fair, indicating that their public speaking skills were already developing but still required structured instructional support and repeated practice. Among the indicators, overall presentation obtained the highest pretest mean of 2.73, followed by audience engagement, content organization, clarity of speech, verbal and non-verbal delivery, and confidence, which obtained the lowest mean of 2.36 and was interpreted as Poor. These results showed that learners had basic ability to present ideas but still experienced difficulty in speaking with confidence, organizing ideas, delivering messages clearly, and using effective verbal and non-verbal communication. This finding is consistent with recent literature indicating that public speaking performance is often affected by anxiety, fear of negative evaluation, confidence issues, and performance pressure (ul Huda et al., 2024). The low confidence result

further suggests that learners needed a supportive learning environment where speaking practice, feedback, and gradual exposure to audience-based tasks could help reduce fear and improve oral performance (Guo et al., 2026).

After implementing Task-Based Learning, the learners' overall mean increased to 4.16, indicating Very Good. Overall presentation had the highest posttest mean of 4.25, followed by clarity of speech (4.21) and content organization (4.18). Audience engagement had a mean of 4.16, verbal and non-verbal delivery had a mean of 4.09, and confidence had the lowest posttest mean of 4.05, although all indicators were still interpreted as Very Good. These results showed that learners improved in organizing ideas, speaking more clearly, delivering messages more effectively, engaging the audience, and presenting with greater confidence after participating in meaningful speaking tasks. This improvement supports recent evidence that Task-Based Language Teaching enhances speaking proficiency, confidence, motivation, engagement, and willingness to communicate when tasks are authentic, collaborative, and communicative (Guo et al., 2026).

The comparison of pretest and posttest results revealed a statistically significant improvement in learners' public speaking skills. The overall pretest mean of 2.56 increased to an overall posttest mean of 4.16, producing a mean difference of 1.60. The computed overall t-value of 18.26 with a p-value of less than .001 indicated that the improvement was statistically significant at the 0.05 level. Therefore, the null hypothesis was rejected, confirming a significant difference in learners' public speaking performance before and after the use of Task-Based Learning. This result indicates that the task-based intervention contributed to measurable improvement in learners' public speaking performance. The significant increase may be explained by the nature of Task-Based Learning, which gives learners repeated opportunities to plan, speak, collaborate, receive feedback, reflect, and improve through purposeful speaking tasks (Guo et al., by the nature of Task-Based Learning, which gives learners repeated opportunities to plan, speak, collaborate, receive feedback, reflect 2026). A paired-samples comparison was appropriate because the same learners were assessed before and after the instructional intervention (Field, 2024).

The learners also encountered challenges during the use of Task-Based Learning, with an overall mean of 3.05, interpreted as Moderately Encountered. The highest-rated challenge was feeling nervous when speaking in front of classmates, with a mean of 3.42, followed by difficulty organizing ideas during speaking tasks (3.31) and struggling to find the right words while speaking (3.26). Other challenges included a lack of confidence, difficulty speaking spontaneously during impromptu activities, unclear pronunciation, difficulty maintaining eye contact, difficulty using appropriate gestures and body movement, pressure during debates or group presentations, and difficulty engaging the audience. These findings imply that although Task-Based Learning improved public speaking performance, learners still needed support in managing anxiety, organizing thoughts, expanding vocabulary, developing confidence, and speaking spontaneously. This interpretation is supported by recent research showing that public speaking anxiety and fear of negative evaluation can affect learners' academic speaking performance (ul Huda et al., 2024).

Based on the findings, the study proposed SPEAK-UP: A Task-Based Public Speaking Enhancement Plan for Grade Twelve Learners. The proposed plan was designed to sustain the improvements achieved through Task-Based Learning and address the remaining challenges faced by learners. It focused on confidence-building, organization of ideas, vocabulary development, clarity of speech, verbal and non-verbal delivery, audience engagement, spontaneous speaking, feedback, reflection, and performance monitoring. The plan was appropriate because learners improved significantly after the intervention but still encountered moderate difficulties with nervousness, idea organization, vocabulary retrieval, confidence, and spontaneous speaking. Overall, the results demonstrated that Task-Based Learning served as an effective instructional strategy for improving public speaking skills when implemented through structured, meaningful, interactive, collaborative, and feedback-supported speaking activities

(Guo et al., 2026). The findings also support the broader communication-readiness goal of preparing learners to express information, ideas, facts, and perspectives clearly and effectively in academic, workplace, and real-life contexts (National Association of Colleges and Employers, 2025).

4. Discussion

The findings revealed that Task-Based Learning significantly improved the public speaking skills of Grade Twelve learners at Señor Santiago Learning Center. Before the intervention, the learners had an overall mean of 2.56, indicating Fair, which suggested that their public speaking skills were developing but still needed structured support. After implementing Task-Based Learning, the learners' overall mean increased to 4.16, indicating Very Good performance and a notable improvement in their speaking performance. This result supports recent evidence that Task-Based Language Teaching enhances speaking proficiency, confidence, engagement, motivation, and willingness to communicate when learners participate in authentic and collaborative speaking tasks (Guo et al., 2026).

The improvement in content organization suggests that learners became more capable of arranging ideas logically and presenting messages with clearer structure. Through task-based activities such as group presentations, debates, interviews, simulations, and problem-solving tasks, learners practiced preparing introductions, developing key points, supporting their ideas, and ending presentations effectively. This finding is consistent with the communication competency expected of learners and future workers, which includes the ability to exchange information, ideas, facts, and perspectives clearly and effectively (National Association of Colleges and Employers, 2025). The result implies that speaking tasks become more effective when learners are required to plan, organize, deliver, and refine their ideas through repeated practice.

The improvement in speech clarity also indicates that Task-Based Learning helped learners express their ideas more clearly. Learners who participated in repeated speaking tasks were given opportunities to practice articulation, pronunciation, pacing, voice projection, and word choice. This improvement may be attributed to the communicative nature of the intervention, in which learners were not only asked to memorize lines but also to use language for actual interaction and message delivery. Recent research on Task-Based Language Teaching supports this result because meaningful speaking tasks help learners improve both fluency and language performance through purposeful communication (Guo et al., 2026).

The increase in verbal and non-verbal delivery shows that learners improved in their use of voice, gestures, posture, eye contact, facial expression, and movement during public speaking. This finding is important because effective public speaking depends not only on the content of the speech but also on how the message is delivered to the audience. Task-based activities may have helped learners become more aware of their body language and delivery habits by repeatedly performing in front of classmates and receiving feedback. This aligns with the broader communication-readiness expectation that learners should demonstrate verbal, written, and non-verbal communication abilities in varied contexts (National Association of Colleges and Employers, 2025).

The improvement in confidence is particularly meaningful because the pretest mean was the lowest but improved to a Very Good level after the intervention. This suggests that learners became more comfortable speaking before an audience after engaging in repeated task-based speaking activities. Public speaking anxiety and fear of negative evaluation can negatively affect learners' oral performance, especially during presentations and group discussions (ul Huda et al., 2024). The findings imply that Task-Based Learning helped reduce hesitation by providing learners with structured practice, peer interaction, gradual exposure, and supportive feedback.

The improvement in audience engagement indicates that learners became more capable of connecting with listeners during speaking activities. Audience engagement may have improved

because learners participated in interactive tasks that required them to respond, persuade, explain, ask questions, defend ideas, and adjust to listener reactions. This is consistent with the principle that communication is not only the delivery of information but also the effective exchange of ideas with persons inside and outside an organization (National Association of Colleges and Employers, 2025). Therefore, the results suggest that public speaking instruction should include interactive, audience-responsive activities rather than one-way oral reporting alone.

The significant difference between pretest and posttest scores confirmed that the improvement in public speaking skills was statistically meaningful. The overall mean difference of 1.60, t-value of 18.26, and p-value of less than .001 indicated that learners' performance after Task-Based Learning was significantly higher than before the intervention. This result supports the interpretation that Task-Based Learning contributed to measurable improvement in content organization, clarity of speech, verbal and non-verbal delivery, confidence, audience engagement, and overall presentation. The finding is consistent with recent evidence that Task-Based Language Teaching can improve speaking outcomes when tasks are authentic, purposeful, collaborative, and supported by meaningful classroom interaction (Guo et al., 2026).

Despite the improvement, learners still moderately encountered challenges during the implementation of Task-Based Learning. The most common challenges were nervousness when speaking in front of classmates, followed by difficulty organizing ideas and finding the right words. These findings show that public speaking development requires continuous support even after learners demonstrate measurable improvement. Public speaking anxiety remains a relevant concern because fear of negative evaluation can affect learners' confidence, fluency, and performance during oral communication tasks (ul Huda et al., 2024).

The remaining challenges suggest that future speaking instruction should include more targeted activities to build confidence, organize ideas, develop vocabulary, encourage spontaneous speaking, and engage the audience. Learners who struggle with nervousness may benefit from gradual speaking exposure, pair practice, peer support, rehearsal routines, and positive feedback. Learners who struggle with organizing ideas may benefit from speech outlines, graphic organizers, sentence frames, and guided planning before performance. Learners who struggle to find the right words may need vocabulary-building tasks, speaking prompts, and repeated opportunities to explain ideas in different contexts.

Overall, the findings support the proposed SPEAK-UP: A Task-Based Public Speaking Enhancement Plan for Grade Twelve Learners. The plan is appropriate because it responds to the significant improvement achieved through Task-Based Learning and to the challenges learners continue to experience. It may strengthen public speaking instruction through progressive speaking tasks, rubric-based assessment, peer and teacher feedback, confidence-building activities, vocabulary support, delivery practice, audience-engagement exercises, and reflective performance monitoring. Therefore, Task-Based Learning may be considered an effective instructional strategy for improving public speaking skills when it is structured, learner-centered, collaborative, feedback-supported, and aligned with authentic communication needs (Guo et al., 2026; National Association of Colleges and Employers, 2025).

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