



## **Effectiveness of Video-Assisted Task-Based Learning to Improve Students' English Speaking and Listening Skills**

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### **ABSTRACT**

This study examines the effectiveness of video-assisted Task-Based Learning (TBL) in enhancing students' English speaking and listening skills, particularly in the context of job interviews. Employing a pre-test and post-test experimental design, the research involved two groups of 20 students from the English Study Program at the University of Muhammadiyah Kotabumi. The experimental group utilized videos as part of TBL, while the control group engaged in conventional learning methods. The independent t-test was used to analyze differences in skill improvement between the two groups. The results indicated that the experimental group, using video-based TBL, demonstrated significantly higher improvements in both speaking and listening skills. Post-test scores revealed an average of 78.7 in speaking and 80.3 in listening for the experimental group, compared to 68.4 and 70.9 for the control group, respectively. Statistical analysis revealed significant differences with p-values of 0.0001 for speaking and 0.0003 for listening, respectively. These findings suggest that video-assisted TBL is an effective method for improving English skills, particularly for professional contexts like job interviews. The study highlights the potential of incorporating multimodal resources like video into language learning, offering students a more authentic and engaging learning experience. The implications for teaching practices emphasize the need for integrating technology to enhance language learning and better prepare students for real-world communication challenges.

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### **1. Introduction**

English has become an international language used in various global contexts, especially in academic and professional fields (Matsuda & Matsuda, 2017). In the world of higher education, mastery of English is not only a must, but a very important skill to

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access the latest knowledge, participate in international conferences, and write and publish scientific papers (Lee & Drajadi, 2019). Additionally, in the world of work, English language skills allow students to compete in the global marketplace, especially in industries that require cross-cultural communication and international cooperation (Vo et al., 2023). Therefore, learning English for students is an important investment in preparing students to face academic and professional challenges in the future (Sampelolo & Kombong, 2022).

Students at many universities face various challenges in learning English (Prastha, 2022). One of the main problems is the lack of fluent and confident speaking skills, which are indispensable in academic situations (Luo, 2025). Many college students have difficulty understanding real-world conversations, especially when dealing with different accents or speaking speeds (Kuning et al., 2025). Ignorance of the social and cultural context in conversation is also a significant obstacle (Hossain, 2024). This problem is often caused by a learning approach that focuses too much on grammar or vocabulary aspects, without providing enough opportunities for students to practice in the real situations that students will face (Abi, 2019).

As a solution to this problem, one effective learning method is Task-Based Learning (TBL) (Azizifard, 2024; Shintani & Tsunemoto, 2025). This method focuses on solving real tasks relevant to the student's life, where language is used as a tool to solve practical problems (Afifah & Devana, 2020). TBL puts students in situations that require students to speak, listen, and write in a manner similar to real-world circumstances (Adiantika & Purnomo, 2018). In TBL, learning is carried out through active social interactions, such as group discussions, role play, and simulation, which allows students to develop students' language skills more naturally and contextually (Safitri et al., 2020). Through this approach, students can gain hands-on experience in using English for communicative purposes.

The use of video in English learning can also enrich students' learning experiences (Khawa & Rizkiyah, 2022). Videos provide a strong visual context and allow students to see how language is used in real-life situations, such as everyday conversations, formal presentations, or job interviews (Sunardi et al., 2023). By watching videos, students can more easily understand intonation, facial expressions, and other non-verbal elements that are not always visible in text or audio alone. Videos allow students to learn from a variety of different sources and cultures, providing a broader and more diverse picture of the use of English in various situations (Syafiq et al., 2021).

Various studies have shown that the combination of Task-Based Learning and the use of video can improve students' English skills (Khawa & Rizkiyah, 2022; Malik & Pervaiz, 2023; Shao et al., 2024). Research by Lase et al, (2025) states that TBL helps students to be more involved in the learning process by providing challenging yet relevant assignments. Meanwhile, research by Kang & Kim (2024) found that visual-rich learning videos can improve comprehension and memory, especially in the context of language. Another study by (Sunardi et al., 2023) shows that videos are not only effective for improving listening skills, but also for enriching the overall learning experience. While

previous studies have demonstrated the effectiveness of TBL in enhancing communicative competence, they often focus on isolated language skills and lack integration with multimodal resources such as video.

This study aims to address the gap in existing literature by examining the integration of video-assisted TBL specifically in the context of improving both speaking and listening skills. Previous research has primarily focused on these skills individually, often neglecting the potential for multimodal learning to simultaneously enhance these competencies. By incorporating video, a powerful tool that combines both visual and auditory elements, this study seeks to offer a more holistic approach to language learning that mirrors real-world scenarios. In particular, the use of video in the context of job interviews—where both verbal communication and non-verbal cues such as body language and facial expressions play a significant role—will provide students with a more comprehensive and contextually relevant learning experience.

The integration of video into TBL can bridge the gap between theoretical knowledge and practical language use. While traditional language teaching often emphasizes grammar and vocabulary in isolation, video-assisted TBL encourages active learning by exposing students to real-world interactions. Videos that depict professional settings, such as job interviews, can familiarize students with the dynamics of such interactions, enabling them to understand not only the linguistic components of the conversation but also the social and cultural contexts. This multifaceted approach allows students to engage with the language in a more authentic and immersive manner, enhancing their overall communicative competence.

Moreover, the use of video as a supplementary tool in language learning has the potential to foster a more engaging and dynamic classroom environment. By incorporating visual content, students can better grasp the nuances of tone, intonation, and emotion elements that are often challenging to convey through text alone. As a result, this study will contribute valuable insights into the pedagogical benefits of integrating video into TBL, particularly in the context of developing critical language skills required in professional settings. The findings of this research could have significant implications for language educators, offering a framework for improving English language teaching practices through the strategic use of multimodal resources.

## **2. Literature Review**

### ***2.1 Task-Based Learning (TBL) in English Language Learning***

TBL is an approach that emphasizes the use of language in the context of authentic, task-based communication. According to Safitri et al (2020) TBL offers opportunities for students to interact and complete tasks relevant to real life, allowing them to practice language skills directly (Abbasian & Alikhani, 2024; Cabbage, 2017). In TBL, learning is done by completing tasks such as group discussions, presentations, or role plays, where language is used to achieve a specific goal.

Research by Sarıçoban & Karakurt (2016) shows that TBL not only helps in improving speaking skills, but also listening and writing skills, as this approach forces

students to think actively and use language in more natural situations. By providing meaningful and authentic assignments, students are expected to be able to more easily relate what they learn to real experiences, which in turn improves communication skills in English.

## ***2.2 The Use of Video in English Learning***

The use of video as an English learning medium has been extensively researched and proven to be effective in improving listening and speaking skills (Khawa & Rizkiyah, 2022; Lestariningsih et al., 2022; Sunardi et al., 2023). According to Lestariningsih et al. (2022), learning videos allow students to see and hear language used in a real context, which helps students in understanding language structure, intonation, and non-verbal expressions. Learning videos also provide students with a clearer picture of the social and cultural context related to the language students are learning (Sunardi et al., 2023). For example, videos that show conversations in social or professional situations can give students insight into how language is used in everyday interactions, which is often not covered in traditional textbooks.

Research by Kang & Kim (2024) reveals that videos not only improve listening skills, but also enrich the overall learning experience. Students who study using video report increased comprehension in real-world conversations, as well as improved students' ability to use language in a broader context. Videos provide visual context that enriches learning, allowing students to understand deeper meaning than just listening to or reading text (Anggraini et al., 2026; Khotimah et al., 2026).

## ***2.3 Task-Based Learning and Video in Language Learning***

The incorporation of Task-Based Learning with video as a learning medium is an interesting innovation and is increasingly used in language education. Research by (Azizifard, 2024; Chou, 2017) revealed that videos can improve the understanding of context in TBL by providing real examples of situations that students must solve in student assignments. Videos, with their visual and auditory elements, allow students to get a clearer picture of the social and cultural situations that students face in real-world based assignments (Chien et al., 2020). This can improve students' communication skills in a more authentic context.

Research by Lamy & Goodfellow (2007) shows that incorporating video in TBL can encourage collaboration between students (Kang & Kim, 2024; Khawa & Rizkiyah, 2022; Lestariningsih et al., 2022). For example, students can watch videos together, discuss the content of the video, and then work together on completing video-based tasks, such as role play or group discussions. This approach not only improves language skills, but also students' social and collaborative skills.

## **3. Method**

### ***3.1 Research Design***

This study uses a quantitative experimental design with a pre-test and post-test

approach. This study involved two groups, namely the experimental group and the control group. The experimental group was given a learning intervention with the video-assisted Task-Based Learning method, while the control group used a conventional learning method that did not involve video. This study aims to evaluate whether the use of video focusing on job interviews in the context of Task-Based Learning can improve students' speaking and listening skills in English.

### ***3.2 Research Participants***

Participants in this study consisted of 40 students of the English Study Program of the University of Muhammadiyah Kotabumi, which were divided into two groups of 20 students each. The experimental group consisted of students who learned using the Task-Based Learning method assisted by job interview videos, while the control group consisted of students who learned using traditional learning methods without using video. The selection of participants is carried out randomly, taking into account relevant factors such as educational background and English language skills.

### ***3.3 Research Instruments***

The main instruments used in this study are pre-test and post-test designed to measure students' speaking and listening skills. The pre-test is carried out before the intervention to measure students' initial skills in speaking and listening to job interviews in English. Post-tests were conducted after the intervention to measure the skill improvement that occurred after the use of TBL-assisted videos.

The pre-test and post-test focus on the student's ability to interact in a job interview situation. The measurement instrument includes students' ability to:

1. Speaking: Measures speaking fluency, pronunciation, and the ability to respond appropriately in job interview situations.
2. Listening: Measures students' ability to understand questions asked in interviews and respond correctly.

Each test consists of a job interview scenario that involves common questions that are often used in real-world interview situations. The assessment is carried out based on the criteria that have been set, namely fluency, pronunciation, completeness of answers, and the ability to understand the context of the conversation.

### ***3.4 Research Procedure***

This research was conducted in 4 weeks with a total of 8 learning sessions. Each session lasts for 90 minutes. The experimental group was given a job interview video showing examples of conversations in professional job interviews. The video covers important elements such as common questions that often come up in job interviews, proper intonation, and polite and professional manners. Students are asked to watch the video before class and then perform video-based tasks, such as job interview role plays followed by group discussions.

### 3.5 Data Analysis

To analyze the data obtained from the pre-test and post-test, the independent t-test statistical test technique was used. The independent t-test was used to compare the difference in scores between the experimental group and the control group after the intervention. Using the t-test, this study will evaluate whether there is a significant difference in the improvement of speaking and listening skills between students who learn using TBL-assisted video and students who study by conventional methods. This analysis was performed with a significance level set at  $\alpha = 0.05$ , which means that the results obtained are considered significant if the p value  $< 0.05$ .

## 4. Results

The results show that the use of video in Task-Based Learning makes a significant contribution to improving students' speaking and listening skills, especially in the context of job interviews. The experimental group that was given the video as part of the TBL learning experienced a greater improvement compared to the control group. Videos help students to see examples of real conversations, understand non-verbal elements in communication, and feel more confident in interview situations.

### 4.1 Improved Speaking and Listening Skills

Results from the pre-test and post-test showed significant improvements in speaking and listening skills in both groups, but the experimental group using video showed a greater improvement. Table 1 presents the average pre-test and post-test scores for both groups in speaking and listening skills.

**Table 1.** Average Speaking and Listening Skills Score

Groups	Pre-test (Speak)	Post-test	Pre-test (Listening)	Post-test (Listening)
Experiment	60.5	78.7	62.1	80.3
Control	61.2	68.4	63.5	70.9

Source: Research Data

The pre-test results shown in Table 1 indicate that the average scores of the two groups were relatively comparable in speaking and listening skills. The experimental group had an average score of 60.5 for speaking and 62.1 for listening, while the control group recorded an average score of 61.2 for speaking and 63.5 for listening. This suggests that both groups have similar initial abilities in both skills. However, after being given a learning intervention, namely video-assisted Task-Based Learning, the experimental group showed a significant improvement. At the post-test, the experimental group obtained an average score of 78.7 for speaking skills and 80.3 for listening skills. This improvement was much greater compared to the control group which only achieved an average score of 68.4 for speaking and 70.9 for listening.

A higher increase in the experimental group showed that the videos used in learning made a greater contribution to improving students' speaking and listening skills. This

shows that the video-assisted Task-Based Learning method allows students to have a richer and more authentic experience, which cannot be provided through text-based learning alone or live conversations without visual media.

#### 4.2 Analysis of Pre-test and Post-test Score Differences

To evaluate whether the differences between the experimental group and the control group in the improvement of speaking and listening skills were significant, an independent t-test was performed. This test compares post-test scores between the two groups after the intervention. The results of the t-test showed a significant difference in the two skills.

**Table 2.** Independent t-test results

Aspects	Experimental Group	Control Group	t-value	p-value
Speaking	78.7	68.4	4.17	0.0001
Listening	80.3	70.9	3.94	0.0003

Source: Research Data

The results of the independent t-test shown in Table 2 a very significant difference between the experimental group and the control group. In speaking skills, the t-value was 4.17, with a p-value of 0.0001, which means there was a very significant difference between the two groups. Similarly, in listening skills, the t-value was 3.94, with a p-value of 0.0003, which also showed a significant difference. Since the p-value in both aspects was smaller than 0.05 ( $\alpha = 0.05$ ), it can be concluded that there was a significant difference between the experimental group and the control group after the intervention.

This significant difference supports the hypothesis that video-assisted task-based learning has a greater positive effect on improving students' speaking and listening skills compared to conventional learning.

## 5. Discussion

This study shows that the use of video in TBL can have a significant impact on improving students' speaking and listening skills. The experimental group that used video as a learning medium showed a much greater improvement compared to the control group. This increase is in line with findings from previous research showing that the use of visual media such as video in language learning can enrich the learning experience and improve communication skills (Sunardi et al., 2023). Videos provide visual context that allows students to see the use of language in real-life situations, including non-verbal elements that are crucial in communication, such as intonation, facial expressions, and body language (Shao et al., 2024).

In this study, the job interview video provided students with real-life examples that were very helpful in understanding how conversations in a professional context take place. These findings are in line with research conducted by Malik & Pervaiz (2023) which states that videos provide a deeper understanding of the underlying social and cultural context of language use. Through videos, students not only learn about the words

used, but also how to speak confidently, how to respond appropriately to questions, and how to convey messages in formal situations such as job interviews. Videos also allow students to observe variations in conversations that may be difficult to explain with text alone or live conversation exercises.

TBL as a real-life task-based learning approach has been proven to be effective in improving speaking and listening skills (Azizifard, 2024; Lase et al., 2025; Lume & Hisbullah, 2022). As a method that focuses on the use of language in real-world situations, TBL encourages students to not only learn language theory, but also practice it in relevant contexts (Anjum et al., 2019). The results of this study showed that students who participated in video-assisted TBL experienced a significant improvement in speaking and listening skills, greater than students who only used traditional learning methods. This supports the theory put forward by (Xing & Teng, 2025) which states that TBL encourages students to actively participate in language learning, which in turn improves students' communicative skills.

One of the aspects that makes the use of video in this study very effective is its relevance to the world of work, especially in the context of job interviews. Job interviews are one of the most common professional communication situations faced by college students after graduation. Therefore, giving students the opportunity to see real examples of how interviews are conducted including how to speak, respond to questions, and pay attention to non-verbal elements is essential. This research shows that students who use video as part of TBL feel more prepared and confident in facing job interviews. This is in line with findings by (Prihatmojo et al., 2026) which states that videos can provide effective conversation models in real-world contexts, which can be imitated and practiced by college students.

The results of this study have significant implications for English teaching practices, particularly in higher education. The use of video-assisted TBL should be considered an essential method for improving students' speaking and listening skills (Lestariningsih et al., 2022). Videos provide students with the opportunity to engage with language in real-world contexts, enhancing their understanding of social and cultural nuances (Anjum et al., 2019). It is recommended that educators integrate high-quality, contextually relevant videos into their teaching, particularly videos that showcase professional interactions such as job interviews or business presentations. However, this study does have limitations. The integration of video into TBL, while beneficial, may not be universally applicable, especially in contexts with limited access to technology or where students face connectivity issues. Additionally, further research could explore how different types of video (e.g., interactive or subtitled) might enhance language learning.

Despite these limitations, the findings emphasize the importance of incorporating multimodal resources like video into language learning. This study highlights the positive impact of video-assisted TBL on students' speaking and listening skills, providing a richer, more authentic learning experience that bridges the gap between classroom instruction and real-world application. The results underline the need for educators to embrace innovative, technology-driven teaching methods, ensuring students are better

prepared for the communication demands of the professional world.

## 6. Conclusion

Video-assisted TBL significantly improves students' English speaking and listening skills, especially in the context of job interviews. The use of video as a learning medium provides a rich visual context, allowing students to see and imitate real conversations and understand the non-verbal elements that are important in communication. The experimental group that used video showed a greater improvement than the control group that used conventional learning methods. These findings support the idea that video-assisted learning, particularly in situations relevant to the professional world, can enrich the learning experience and better prepare students for communication challenges in the workplace. The advice for educators is to make use of video media more widely in English language teaching, especially for the context of professional situations such as job interviews. The implication of this research is the importance of innovation in language teaching methods that incorporate technology, so as to provide a more effective and contextual learning experience for students.

## Conflict of Interest

None.

## Authors' contribution

The author makes substantial contributions to the conception and design of the study. The author take responsibility for data analysis, interpretation and discussion of results. The author reads and approves the final manuscript.

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