ABSTRACT

This study aims at investigating (1) how students' engagement in Task-Based Language Teaching (TBLT) improves their Communicative Competence (CC) and (2) what CC components improved as a result of their engagement. For this, a qualitative-descriptive method (case study) was employed, analyzing the data from the classroom observations, interactions, reports, and interviews. Analyzing each engagement dimension and CC component, the results demonstrated that students' engagement improved their CC by means of the complexity or difficulty of tasks carried out. The more complex or difficult the tasks were, the more behaviorally and cognitively engaged the students were. The findings also indicate that a complex or difficult task, such as Activity 3 (Problem Solving Activity/ Role Play in a Panel Discussion) was pedagogically repeated due to its task complexity. There was a need for most students to use L1 (*bahasa Indonesia* and *Sundanese*) during the Task Cycle/ Planning Phase at Week 4, to facilitate them with the topic content mastery for their spoken ability. During the Task Cycle/ Report Phase at the repeated task, their focus then shifted to their task performance. Although this task repetition might have created boredom to the students, they could deal with the cognitively demanding task considerably well due to their self-selected topic. Along the process, they could develop their logic across sentences and phrases (Discourse Competence), as supported by both innate linguistic knowledge (Linguistic Competence) and communication strategy (Strategic Competence). Hence, TBLT can be effective to promote students' engagement in enhancing their CC.
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Key words: engagement, communicative competence, task-based language teaching