

TASK-BASED LANGUAGE TEACHING: AN EXPERIMENTAL STUDY OF THE APPLICATION OF TASK-BASED LANGUAGE TEACHING IN ARABIC SPEAKING SKILLS

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Abstract

Learning to speak Arabic, students are expected to be able to communicate well using Arabic in accordance with social and cultural developments. However, the lack of Arabic speaking skills at Nahdlatul Ulum Islamic boarding school is the basis of this research. Therefore, the purpose of this study is to apply the Task-Based Language Teaching (TBLT) method to improve Arabic speaking skills. This study employs quantitative techniques and a one-group pretest-posttest experimental-pre-experimental design. The research data were obtained from observation, interviews, oral tests, and documentation. A T-test was used to see the difference in scores before and after treatment. The findings of this study indicate an increase in Arabic speaking skills. The average score of students after being given treatment with the TBLT method was 71.74 higher than before being given treatment 44.61. The results of the paired sample t-test indicate a significance value of 0.00, which is less than 0.05. This indicates that a considerable influence is present. Further research with a more comprehensive design to test the effectiveness of the TBLT method in more depth.

Keywords : Application; Task-Based Language Teaching; Arabic Speaking Skill.

INTRODUCTION

Learning Arabic involves concentrating on language proficiency, specifically speaking, listening, reading, and writing (Aziza & Muliansyah, 2020). Abdurrahman Al-Fauzan and other linguists contend that mastering these four abilities is the goal of learning a foreign language, including Arabic (Sudirman et al., 2021). There is another viewpoint that states that improving one's speaking abilities is one of the primary objectives of learning Arabic. (Ardianingtyas & Nurrohman, 2023).

Speaking in Arabic is one of the four very important skills. The ability to speak (Maharoh Kalam) is a major skill in everyday life because it serves as the main means of communication (Hidayatullah et al., 2023) and is productive because it is the ability of individuals to convey ideas, ideas, knowledge, and information so that they can be understood by others (Fajrin et al., 2021). Maharoh Kalam also provides opportunities for students to expand their knowledge and experience by allowing them to communicate directly with native Arabic speakers (Amin, 2023). Because Maharoh Kalam aims to make students able to communicate properly and properly with the language they have learned (Rosyidah & Maslamah, 2024).

Meanwhile, the standard competency of Maharoh Kalam is the ability to speak to convey information both in presentation (formal) and daily conversation (non-formal) and help students to communicate more fluently (Wijaya, 2020). Thus, they can express themselves freely while adjusting their speech according to socio-cultural rules. The basic competencies are dialoguing and conveying information orally (Dewi & Anwar, 2022).

Therefore, learning Maharoh Kalam has the same urgency as other Arabic language skills. However, based on the research findings at the location studied, there are problems that contribute to the less-than-optimal mastery of Arabic speaking skills. This problem arises due to the learning approach that focuses more on grammatical aspects, with the application of the *qowaid wa tarjamah* method as the main strategy in the learning process. This method emphasizes understanding grammar rules and translation but does not provide opportunities for learners to practice speaking actively. This condition was confirmed through observations and interviews conducted with one teacher and two students at the research location on May 9 and August 7, 2024. This finding shows that the approach applied still does not fully support the development of Maharoh Kalam, so

innovation in learning strategies is needed to improve students' speaking skills more effectively.

The teacher plays a role in creating a pleasant learning atmosphere, choosing interesting topics, and giving instructions that encourage student participation (Nasarudin et al., 2023). Teachers must be able to recognize the difficulties experienced by students and provide easy ways to facilitate learning Arabic (Takdir, 2020). Therefore, a teacher must be able to make the classroom dynamic, imaginative, and creative in addition to imparting knowledge to students. Making the correct method choice is one of the keys to learning achievement (Aprilia, 2021). To improve students' Arabic language skills, especially in Maharoh Kalam, it is necessary to apply effective learning methods so that educational goals can be achieved (Ulum et al., 2021).

Several studies have stated that the Task-Based Language Teaching method can improve qiroah learning through Google Classroom media (Al-'Adawiyah, 2020), effective in learning qiroah at tahfidz Islamic boarding schools (HASAN, 2023), effective in learning Arabic related to student motivation and interest (Muspa, 2023), positively affects narrative text writing skills (Nugrahani, 2024), simple sentence writing skills (Anggraini, 2019), also affects reading comprehension of exposition text (Nasikha et al., 2019), and improves Arabic speaking but using the task-based activity method (Rahputri, 2019).

In line with this research, the author is interested in using the TBLT method specifically for Arabic speaking skills. The Task-Based Language Teaching (TBLT) method is task-based language learning (Zalzulifa, 2018). TBLT emphasizes the completion of various tasks related to language use. Experts such as Michael Long and Rod Ellis (linguists) have made significant contributions to the development of this approach. In addition to focusing on tasks, this method also emphasizes the importance of reflection on language use after students have completed the task (Widyahening et al., 2024).

The purpose of this study is to evaluate how well the TBLT approach works for enhancing speaking abilities (Maharoh Kalam) in Arabic language learners. Through this method, it is expected that learners can more actively participate in oral communication so that their speaking skills develop optimally. The findings of this study are expected to contribute to the development of Arabic teaching strategies or methods that are more communicative and become a reference for educators in implementing more effective methods according to the needs of learners.

METHODS

This research uses quantitative methods. According to Sri Anjarwati et al., quantitative research is a kind of study that gathers numerical data, uses statistical techniques to evaluate it in order to test hypotheses, and generates conclusions that are broadly applicable to broader populations (Anjarwati et al., 2024). The type of research used is in the form of an experiment with a pre-experimental type of one-group pretest and posttest design (single group pretest-final test) which aims to see a comparison of two values between before and after treatment (Ismail, 2018).

The population in this study was the entire 7th grade Wustho C Pondok Pesantren Nahdlatul Ulum which amounted to 23 students. The sampling technique used is saturated sampling, which takes all members of the population as research samples (Ansori, 2020b). Thus, the number of samples is equal to the number of the research population, namely 30 students. Data collection techniques are used through observation, interviews, tests, and documentation. The instrument used refers to the assessment aspects of the Hughes scale (Hughes, 2020) and is classified by (Fauzan, 2011) in 5 assessments as follows:

Table 1. Aspects of Arabic Speaking Skill Assessment

Material coverage	50%
Fluency	20%
Makhraj	10%
Grammatical/rules	10%
Mastery of microdata	10%

To determine whether or not the TBLT method is effective in Arabic speaking skills, the author uses a one-sample T-test. The one-sample T-test is used to see whether the sample mean is significantly different from the population reference value (Pandriadi et al., 2023). This research was conducted separately. The first stage was observations and interviews on May 9 and August 7, 2024, to find out the learning system taking place in the research location and indicate problems in learning. In the second stage, the researcher continued the preparation of the research including making instruments and determining the sample on December 11-17, 2024. Then the third stage of implementation which

includes pretest, treatment, and posttest on December 18-26, 2024. The final stage of data analysis is for 3 weeks (27 December 2024 - 15 January 2025).

RESULTS

Application Task-Based Language Teaching

When learning takes place, the treatment is given for 3 meetings. In the first meeting, the researcher started and opened the class with greetings and greeted the students followed by providing material about *at-ta'aruf* along with the keywords contained in the material. Then the researcher gave group assignments and divided them into 4 groups of 23 students. In the second meeting, the researcher reviewed yesterday's material and demonstrated the conversation with one of the students (as an example) and then re-enacted by each representative of each group. At the end of the lesson, the researcher gave each pair an assignment to practice at the next meeting. Third meeting, practice, and evaluation. The researcher guided the students' practice of *at-ta'aruf* with each partner in turn. But undeniably, in practice, 2 students have not dared to recite even the researcher gives relief when practicing (looking at the text) but the student is still having difficulty. After the practice was completed, the researcher evaluated the learning and practice results and reviewed the material that had been delivered previously.

Assessment Result

Table 2. Descriptive Statistics

		Paired Samples Statistics			Std. Error
		Mean	N	Std. Deviation	Mean
Pair 1	Pretest Kalam	44.61	23	16.152	3.368
	Posttest Kalam	71.74	23	16.909	3.526

Based on the results of descriptive analysis, it was found that the average value of students' Arabic speaking skills before being given treatment was 44.61, while after being given treatment it increased to 71.74. This increase indicates a positive change in Arabic speaking ability after the application of the TBLT method. Although descriptively there is an increase, inferential statistical analysis is still needed to determine whether the change is

statistically significant or only occurs by chance. Therefore, to test the significance of the difference between the pretest and post-test scores, a Paired Sample *t*-Test test was conducted to ensure that the improvement that occurred was not just a variation of data, but rather the result of the application of the learning method used.

Table 3. T Test Results

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Kalam -	-	13.762	2.870	-33.082	-21.179	-	22	.000
	Posttest Kalam	27.130					9.455		

The decision in the Paired Samples Test is based on the significance value (*p*-value) obtained. The alternative hypothesis (H_a) is accepted if the significance value is less than 0.05, indicating a significant difference between the two sets of data being compared (Megayanti & Anwar, 2024). A significant value of 0.00, or less than 0.05, was obtained from the analysis results displayed in Table 3. This means that the null hypothesis (H_0) is rejected while the alternative hypothesis (H_a) is accepted. This result indicates that the Task-Based Language Teaching (TBLT) strategy greatly improves speaking ability (Maharoh Kalam) in Arabic language acquisition. In other words, the TBLT method proved to be effective in statistically improving learners' speaking skills, so it can be used as a relevant approach in teaching the Arabic language based on communication skills.

DISCUSSION

Learners often consider learning Arabic as a difficult and scary subject (Al Ghozali & Mathoriyah, 2020). Therefore, educators need to be proactive in designing appropriate strategies to overcome learning difficulties experienced by students. These efforts can include innovations in learning, both through the development of more interactive learning media and the application of methods that are more effective and to the needs of students to increase their understanding and interest in learning Arabic. In this context, the TBLT method becomes a reference to be applied in learning to speak Arabic.

In Septiyana et al's research, it is explained that the TBLT learning model has three main activities, including; (1) Pre-task. Educators determine competencies, introduce materials, and emphasize key vocabulary and learning objectives. In addition, educators provide examples of task implementation, and learners can be grouped according to the conditions of each learner. (2) Task stage. Learners are given the opportunity to identify problems that need to be solved, carry out the task, and convey the results. Interaction in the target language with fellow learners is an important part, supported by motivation and confidence. During the process, the educator plays a role in monitoring and guiding communication to ensure the clarity of the information conveyed. (3) Post task. The educator provides feedback on learners' reports or presentations and reflects on the activities that have been carried out.

Task-based learning (TBLT) has five main characteristics, namely: (1) emphasizing language learning through interaction in the language being learned, (2) presenting authentic texts in the learning process, (3) providing opportunities for learners to not only pay attention to linguistic aspects, but also understand the learning process, (4) making learners' personal experiences an important factor in classroom learning, and (5) linking the use of language in learning with its application outside the classroom (Septiyana et al., 2021).

Student-Centered Learning (SCL), which emphasizes the active role of students as the main subject in the learning process, is a similar strategy used in the learning model. This is comparable to the idea of constructivism in education, which highlights how students actively contribute to the creation of knowledge (Ansori, 2020a). According to Jean Piaget (the father of constructivism), children not only passively receive information about their environment, but also actively build their understanding of the world through interaction with the surrounding environment. Piaget emphasized that the development of intellectual skills occurs through the process of finding a balance between what individuals see, feel, and know through newly occurring phenomena considered as experiences or even problems (Haluti et al., 2024).

Experimental study research (Kosim et al., 2024) conducted at Nahdlatul Ulum Islamic boarding school shows that the application of the TBLT method has a good effect on Arabic speaking skills. The use of the TBLT method makes students more active and brave in learning and trains Arabic speaking skills to be better. Students can be more

confident after the application of the TBLT method and can communicate well with the interlocutor. Because in its application, students are free to argue and raise problems and solve them with friends and teachers in class.

According to other studies, such as Nanang Kosim et al. using the Task-Based Language Teaching (TBLT) approach can improve Arabic language learning ability without being tied to specific skills (Kosim et al., 2024). Even the TBLT method not only has a good effect on Arabic language learning. However, it also has a good effect on English speaking skills studied by IAIN Metro Lampung English lecturers for Islamic economics students (Septiyana et al., 2021).

The mean scores of students before and after the treatment had changes, according to the findings of the study based on the data collected. The students' mean score was 44.61 before the implementation of the TBLT approach, but increased to 71.74 after the treatment. This rise suggests that students' Arabic speaking abilities are significantly enhanced by the TBLT method. The findings of this study thus support the idea that task-based learning might be a useful teaching strategy for improving Arabic oral communication abilities.

CONCLUSION

The study's findings suggest that the Task-Based Language Teaching (TBLT) approach significantly enhances students' speaking abilities (Maharoh Kalam). This is evidenced by an increase in the average score from 44.61 before treatment to 71.74 after treatment, with the results of the Paired Sample t-test test showing a significance value of 0.00, which is smaller than 0.05.

The TBLT method prioritizes tasks and then practices. However, before giving the task, the teacher first demonstrates the material well and correctly so that students can easily practice it. This confirms that task-based learning is able to encourage students to communicate more actively, increase confidence in speaking Arabic, and provide a more contextual and interactive learning experience. Practicing continuously will have a much better impact than the results obtained now of course with teacher supervision.

Researchers realize that in this study there are many limitations, including; the scale used and the research sample being relatively small. Therefore, further research to expand

the scope of the sample so that the research results are more representative. The results of this study are expected to be a reference for related parties in an effort to improve the quality of Arabic language learning, especially Maharoh Kalam.

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