The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills

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Abstract

This study was prepared to improve students' learning skills using the Task Base Language Teaching (TBLT) method for class VIII students of MTs Al-Hurriyyah Kutawaluya, Karawang. School year 2023/2024. Improving learning skills referred to in this study are *istima'* (listening), *qira'ah* (reading), *kalam* (speaking), and *kitabah* (writing) skills. This research is classroom action research (PTK), and its design uses the Kemmis and McTaggart model. This research was carried out salam 2 cycles in the even semester of the 2023/2024 school year, namely in May 2024. The subjects of this study were VIII grade students of MTs Al-Hurriyyah Kutawaluya, consisting of 25 students. Data collection techniques used observation and interviews, and the data were analyzed descriptively and presented in tables and graphs. The results showed an increase in student learning skills, namely in cycle I by 73,25% (good category), then in cycle II, there was an increase, which amounted to 82,79% (very good category), and means that there is an increase; therefore, the use of the task-based language teaching (TBLT) method in Arabic language subjects can improve the learning skills of 8th-grade students of MTs Al-Hurriyyah Kutawaluya. This research supports the development of better Arabic learning strategies in Madrasah. Recommendations for future research: expand the variables and longitudinal design to understand the effects of TBLT in Arabic language teaching.

Abstrak

Penelitian ini disusun dengan tujuan untuk meningkatkan keterampilan belajar peserta didik menggunakan metode Task Base Language Teaching (TBLT) pada siswa kelas VIII MTs Al-Hurriyyah Kutawaluya, Karawang. Tahun ajaran 2023/2024. Meningkatkan keterampilan belajar yang dimaksud dalam penelitian ini yaitu, keterampilan istima' (mendengar), qiro'ah (membaca), kalam (berbicara), dan kitabah (menulis). Penelitian ini merupakan Penelitian Tindakan Kelas (PTK), Desain penelitian ini menggunakan model Kemmis dan McTaggart. Penelitian ini dilaksakan salam 2 siklus pada semester genap tahun ajaran 2023/2024, yaitu pada bulan Mei 2024. Subjek penelitian ini adalah siswa kelas VIII MTs Al-Hurriyyah Kutawaluya yang terdiri dari 25 siswa. Teknik pengumpulan data menggunakan observasi dan wawancara, dan adata dianalisis secara deskriptif dan disajikan dalam bentuk tabel dan grafik. Hasil penelitian menunjukkan adanya peningkatan keterampiran belajar siswa, yaitu pada siklus I sebesar 73, 25% (kategori baik), kemudian pada siklus II ada peningkatan, yaitu sebesar 82, 79% (kategori sangat baik). Hal ini berarti terjadi peningkatan, dengan itu penggunaan metode Task Base Language Teaching (TBLT) dalam mata pelajaran Bahasa Arab dapat meningkatkan keterampilan belajar siswa kelas VIII MTs Al-Hurriyyah Kutawaluya. Penelitian ini mendukung pengembangan strategi pembelajaran bahasa Arab yang lebih baik di madrasah. Rekomendasi untuk penelitian selanjutnya: perluas variabel dan desain longitudinal untuk memahami efek TBLT dalam pengajaran Bahasa Arab.

Kata Kunci: *Keterampilan Bahasa Arab, Peningkatan Pembelajaran, Hasil Belajar, Metode TBLT*

Introduction

Arabic language in Indonesia, especially as part of the education curriculum in secondary schools, has become an increasingly important subject of learning to broaden cultural and religious understanding[1]. At the MTs level, Arabic language learning is an integral part of efforts to deepen understanding of Islam and prepare students to develop religious studies at a higher level[2]. However, the main challenge in learning Arabic is developing language skills effectively amid a dense curriculum and limited learning time[3].

The Task-Based Language Teaching (TBLT) method has been widely recognized as a practical approach in second language learning, as it places students in authentic communicative situations and provides relevant contexts for language use[4]. In the context of Arabic language learning in Indonesia, applying TBLT offers significant potential to improve students' language skills in a more integrated and meaningful way[5]. TBLT emphasizes learning through tasks that require problem-solving, cooperation, and students' active engagement in language use in authentic contexts[6].

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[1]Neng Silvia et al., "Manajemen Perencanaan Dan Pengorganisasian Pembelajaran Bahasa Arab," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 1 (January 31, 2023): 108–23, https://doi.org/10.19105/ajpba.v4i1.7497.

[2] Nanang Kosim et al., "Analysis of Mispronunciation of Makhārij Al-Hurūf in Arabic Hiwār Learning," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 7, no. 2 (December 1, 2023): 205–18, https://doi.org/10.15575/jpba.v7i2.30124.

[3] Satriadi Satriadi Satriadi and Muassomah, "Cooperative Learning Dalam Bahasa Arab: Metode Belajar Di MA Nurul Huda," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 2, no. 2 (July 23, 2021): 161–74, https://doi.org/10.19105/ajpba.v2i2.4798.

[4] Chuhan Chen, "Application of TBLT (Task-Based Language Teaching Approach) in English Teaching in Junior High Schools and Universities," *Journal of Education, Humanities and Social Sciences* 23, no. 1 (December 13, 2023): 132–35, https://doi.org/10.54097/ehss.v23i.12766.

[5] Achmad Taqlidul Chair Fachruddin, "Task-Based Language Teaching (TBLT) Approach: Implications on Reading Comprehension," *ETERNAL (English, Teaching, Learning, and Research Journal)* 6, no. 1 (June 30, 2020): 65–76, https://doi.org/10.24252/Eternal.V61.2020.A6.

[6] I Wy Dirgeyasa, "The Effect of Task Base Language Teaching (TBLT) on Tertiary ESOL Learners' Academic Writing Achievement," *Journal of Education and Learning (EduLearn)* 12, no. 1 (January 2, 2018): 97–104, https://doi.org/10.11591/edulearn.v12i1.7429.

Arabic language learning in Madrasah Tsanawiyah (MTs) Al-Hurriyyah Kutawaluya is very important, considering that Arabic is the primary language in Islamic religious literature. However, the effectiveness of learning often encounters various challenges. One method that has shown positive results in language teaching is Task-Based Language Teaching (TBLT). The main problem Arabic teachers face in class VIII MTs Al-Hurriyyah Kutawaluya is the low participation of students in the learning process. Students tend to be passive and less motivated to participate in teaching and learning activities. In addition, basic skills in Arabic, such as reading, writing, listening, and speaking, are still inadequate [7]. Students often find applying the theory they learn to practice challenging daily.

The Task-Based Language Teaching (TBLT) approach is suggested as a remedy for this issue. TBLT strongly emphasizes real-world assignments that motivate students to use Arabic in context and actively[8]. Students will use this approach to participate in demanding but exciting exercises that raise their motivation levels and general Arabic language proficiency[9]. It is anticipated that TBLT will produce a more lively and participatory learning environment.

Several previous studies have shown the effectiveness of the Task-Based Language Teaching (TBLT) method in language learning. In his writing about the implementation of TBLT in ESL classes, Barrot shows that this approach can produce multiliterate and transformative language learning[10]. Mulyadi found that TBLT effectively improved nursing students' English language skills and soft skills[11]. Rianasari applied TBLT to learn English commercial writing,

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[7] Ade Arip Ardiansyah, "Trial Use of Inquiry Methods in Learning to Write Arabic in Junior High School Santi Asromo Majalengka," *Alsuna: Journal of Arabic and English Language* 3, no. 1 (2020): 56–65, https://doi.org/10.31538/alsuna.v3i1.706.

[8] Dwi Wulandari et al., "Penerapan Task-Based Learning Dalam Pelatihan Bahasa Inggris Terkait Kriminalitas Bagi Personel Polrestabes Semarang," *Harmoni: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2017): 89–96, https://doi.org/10.14710/hm.1.1.%p.

[9] Surti Milarisa, "The Effectiveness of Task Based Language Teaching (TBLT) Toward ESP Students' Writing Achievement," *English Language in Focus (ELIF)* 1, no. 2 (February 27, 2019): 121–26, https://doi.org/10.24853/elif.1.2.121-126.

[10] Jessie Barrot, "Implementing Task-Based Language Teaching in ESL Classrooms," *Advanced Science Letters* 23, no. 2 (February 1, 2017): 944–47, https://doi.org/10.1166/asl.2017.7450.

[11] Dodi Mulyadi, "Pengaruh Task-Based Language Teaching (TBLT) Terhadap Kemampuan Bahasa Inggris Dan Soft-Skills Mahasiswa S1 Keperawatan Unimus," *Journal LITE* 12, no. 2 (2016): 166–83, https://doi.org/10.33633/lite.v12i2.1537.

increasing students' active participation and improving the quality of business letters[12]. Prastiwi showed that using TBLT with the help of video calls can improve the ability to write recount texts with efficient timing and guidance[13]. Risna investigated using TBLT to enhance high school students' speaking skills when interviewing public figures[14].

The differences between this research and the preliminary study are in several key aspects. First, this research focuses mainly on learning Arabic, while the initial study focuses on applying TBLT in an English language context. Second, this research aims to improve the learning outcomes of Arabic language skills. At the same time, preliminary studies show the success of TBLT in improving various English language skills and soft skills in multiple contexts, such as nursing and commercial writing. In addition, the methodology used in this research may face unique challenges or approaches related to learning Arabic, while the preliminary study presents various applications of TBLT in different situations. Finally, the expected results of this study are specific to the Arabic context, whereas preliminary studies include mixed results in the English context. Thus, although there are similarities in the use of TBLT methods, the focus and context of this research provide a unique contribution to the language learning literature, especially Arabic.

This study investigates the efficacy of the TBLT method in enhancing the Arabic language learning abilities of MTS Al-Hurriyyah Kutawaluya grade VIII students. This study assesses how TBLT adoption can help students improve their Arabic speaking, listening, reading, and writing abilities. This study aims to shed light on the unique circumstances of this school and the difficulties encountered in learning Arabic to contribute to advancing secondary language education.

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[12] Ni Putu Riana Sari, "Task-Based Language Teaching (TBLT) Dalam Pembelajaran Menulis Surat Niaga Berbahasa Inggris," *Jurnal Edukasi* 14, no. 1 (2016): 1–11, Retrieved from https://ojs.unud.ac.id/index.php/linguistika/article/view/9707.

[13] Agnes Lusi Handaru Prastiwi, "Penerapan Task Based Language Teaching Berbantuan Video Call Untuk Meningkatkan Kemampuan Menulis Teks Recount," *Jurnal Pembelajaran Prospektif* 3, no. 1 (2018): 1–8, http://dx.doi.org/10.26418/jpp.v3i1.34442.

[14] Risna Saswati and Syaadiah Arifin, "Penerapan Task Based Language Teaching (TBLT) Dalam Meningkatkan Keterampilan Berbicara Siswa SMA," *DIMA* 2, no. 2 (2023): 31–43, Retrieved from https://e-journal.stbalia.ac.id/dimalia/article/view/266/208.

This study identified suggestions for applying TBLT, which may also be pertinent for the larger context of Arabic language education in Indonesia and enhance the efficacy of Arabic language learning at MTS Al-Hurriyyah Kutawaluya. As a result, this study is anticipated to significantly contribute to language education literature and practice, particularly concerning secondary school Arabic language instruction.

Method

This research is a Classroom Action Research (PTK) that adopts the research design of the Kemmis and McTaggart model[15]. Kemmis and McTaggart's selection model in Classroom Action Research (CAR) is based on several important reasons. This model allows for continuous reflection and improvement in the learning process so that teachers can learn and improve teaching practices directly. In addition, its participatory nature involves collaboration between teachers and students, which can increase student involvement in the learning process. With a cyclical structure consisting of planning, action, observation, and reflection, this model systematically identifies problems and finds effective solutions. This model is relevant for applying the TBLT method, which emphasizes real activities and active interaction and aligns with PTK principles in developing learning quality. Conducted during the even semester of the 2023/2024 academic year, precisely in May, this study aims to improve the learning skills of class VIII students of MTs Al-Hurriyyah Kutawaluya through the implementation of the Task-Based Language Teaching (TBLT) method in Arabic language learning. The research subjects consisted of 25 students of class VIII who were purposively selected. The 25 class VIII students were purposively selected to study the TBLT method due to their critical age for language development, homogeneity in learning, and specific language needs, providing valuable insights. The TBLT method used involves active learning by emphasizing the application of authentic and situational Arabic tasks. The students will engage in various activities, such as dialogue simulations, report writing, and presentations on related topics, designed to strengthen their communication skills in Arabic. The study

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[15] Izzuddin Musthafa and Acep Hermawan, *Metodologi Penelitian Bahasa Arab: Konsep Dasar Strategi Metode Teknik* (Bandung: Remaja Rosdakarya, 2018).

covers a period of one month, with data collection conducted through participatory observation and structured interviews with students and Arabic teachers. The data collection tools used were observation checklists to observe students' participation in TBLT activities and interview guidelines compiled based on indicators of students' learning skills and TBLT implementation. Data analysis was done descriptively by summarizing findings from observations and interviews and identifying patterns or trends in using TBLT and its impact on students' learning skills. Thus, this study is expected to provide an in-depth understanding of the effectiveness of the TBLT method in the context of Arabic language learning at MTs Al-Hurriyyah Kutawaluya and provide recommendations for developing better language education in the future.

Result and Discussion
Task-Base Language Teaching (TBLT) Method

Task-Based Language Teaching (TBLT) is a language learning approach centered on specific tasks or activities that require students to use the target language in real-life situational contexts[16]. This method emphasizes language acquisition through practical functions relevant to everyday life, such as role-playing, problem-solving, or social interaction. The main steps in TBLT involve planning authentic tasks that mirror real-world language use [17], implementing these tasks in the classroom to promote active communication among students, and reflecting on and evaluating the outcomes achieved[18]. By engaging students in meaningful tasks that simulate genuine communication scenarios, TBLT aims to enhance their language proficiency by fostering practical language skills that can be applied beyond the

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[16] Asma Mohammed Saber Musazay, "Teachers' Perspectives on Task-Based Language Teaching: A Case Study at International Islamic University Malaysia," *IIUM Journal of Educational Studies* 5, no. 1 (June 7, 2018): 62–75, https://doi.org/10.31436/ijes.v5i1.159.

[17] Wahyu Sumardeni, Ida Bagus Made Astawa, and Tuty Maryati, "Pengaruh Task-Based Learning Model Terhadap Keterampilan Komunikasi Dan Kolaborasi Siswa Dalam Pembelajaran IPS," *Media Komunikasi FPIPS* 22, no. 1 (2023): 80–92, https://doi.org/10.23887/mkfis.v22i1.51045.

[18] Mohamad Arif Ismail, "Revisiting the Implementation of Task-Based Language Teaching (TBLT) in Indonesian Secondary School: Current Issues and Possibilities," *PEOPLE: International Journal of Social Sciences* 3, no. 3 (December 16, 2017): 601–12, https://doi.org/10.20319/pijss.2017.33.601612.

classroom setting[19]. This approach actively encourages learners to use the language for meaningful purposes, promoting deeper understanding and retention of linguistic concepts through experiential learning.
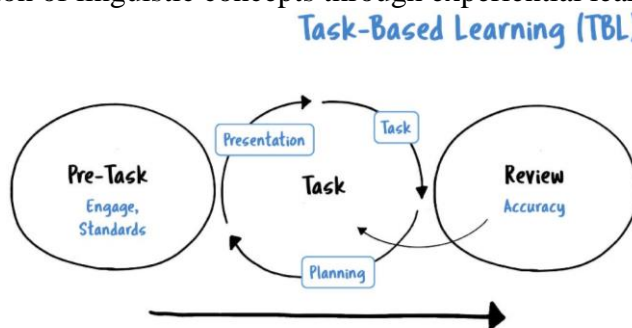
Figure 1. Learning process using the Task-Based Language method

First, in TBLT, teachers design tasks that require practical target language use. For example, students may be asked to participate in a dialogue simulation, write a report, or present on a specific topic in the studied language[20]. Each task builds students' language skills and considers their communicative needs in everyday contexts [21]. The main advantage of TBLT is that it provides a meaningful and relevant learning context for students[22]. Focusing on authentic tasks can increase students' motivation for language learning as they see the direct application of the language skills they are developing in real life[23]. In addition, TBLT encourages the development of more holistic

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[19] Liu Zhixuan, "Online Instruction Based on Task-Based Language Teaching," *Studies in Linguistics and Literature* 5, no. 3 (August 26, 2021): 30–38, https://doi.org/10.22158/sll.v5n3p30.

[20] Tsinta Nur Fajriah, Cece Rakhmat, and Dian Indihadi, "Pengaruh Penerapan Metode Task Based Learning Dalam Pembelajaran Menulis Kalimat Sederhana," *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 1, no. 2 (2014): 62–69, https://doi.org/10.17509/pedadidaktika.v1i2.4930.

[21] Khoirul Anwar, "Mengoptimalkan Task Based Teaching and Learning," *Didaktika: Jurnal Pemikiran Pendidikan* 18, no. 2 (2017): 49–56, Retrieved from https://journal.umg.ac.id/index.php/didaktika/article/view/35.

[22] Etika Ariyani, "Metode Pembelajaran Task Based Learning Untuk Meningkatkan Keterampilan Berbahasa Inggris," *Pendekar: Jurnal Pendidikan Berkarakter* 5, no. 2 (2022): 150–54, https://doi.org/10.31764/pendekar.v5i2.10522.

[23] Muhammad Ilyas and Yulianto Yulianto, "Pengaruh Penggunaan Task Based Learning Dalam Pembelajaran Speaking:(The Effect of Using Task Based Learning in Speaking Class)," *Perspektif Pendidikan Dan Keguruan* 10, no. 2 (2019): 16–24, https://doi.org/10.25299/perspektif.2019.vol10(2).3931.

language skills in grammar and vocabulary, communication skills, and social interaction[24].

However, like any other learning approach, TBLT also has some drawbacks. One of them is that determining and planning tasks that suit students' abilities and needs can be challenging for teachers[25]. In addition, sometimes, the implementation of TBLT requires more time for preparation and effective implementation, especially in formal learning contexts in schools with a tight curriculum. In addition, the evaluation of TBLT learning outcomes also requires a more holistic approach and may require adjustments to more traditional learning outcome measures such as written tests[26].

Objective condition of Arabic language learning in class VIII MTs Al-Hurriyyah Kutawaluya

Before applying the Task-Based Language Teaching (TBLT) method, Arabic language learning in class VIII MTs Al-Hurriyyah Kutawaluya adopted a traditional approach. Teachers generally use the lecture method, which emphasizes delivering material directly without involving students much in the learning process. The media commonly used by teachers are limited to textbooks and blackboards, with minimal use of technology or other interactive media. The previous dominant lecture approach often made students passive in learning, with little opportunity to actively participate in using Arabic practically. Students usually listen to and record information the teacher delivers without much chance to develop their communication skills directly. In addition, the limitations of media and technology in learning also affect students' in-depth interaction with the subject matter. The lack of interactive media, such as audiovisuals or Arabic language learning software, can limit the variety and sophistication of students' learning experiences.

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[24] Bakti Sri Rahayu and Siti Achaliyah, "Metode Task Based Learning Bahasa Inggris Dan Bahasa Mandarin Berpengaruh Terhadap Kemampuan Korespondensi Bahasa Asing," *Jurnal Administrasi Kantor* 8, no. 2 (2020): 127–38.

[25] Tri Kusnawati, "Penggunaan Metode Task-Based Learning Untuk Meningkatkan Keterampilan Menulis Mahasiswa," *Jurnal Pendidikan Bahasa Dan Sastra* 14, no. 1 (2014): 93–108, https://doi.org/10.17509/bs_jpbsp.v14i1.713.

[26] Kaharuddin et al., "Examining the Skill in Writing Descriptive Text Among Indonesian Learners of English: The Effects of Task-Based Language Teaching (TBLT)," *Journal of Language Teaching and Research* 13, no. 1 (January 2, 2022): 46–57, https://doi.org/10.17507/jltr.1301.06.

The syllabus used in learning Arabic at MTs Al-Hurriyyah Kutawaluya focuses on mastering grammar and memorizing vocabulary. However, it does not provide enough space for students to practice actively communicating in Arabic. The material teachers teach is generally theoretical and less contextualized, so students have difficulty applying the knowledge they gain in real-life situations. This limitation leads to low levels of student learning participation and a lack of motivation to learn Arabic seriously. In this context, students often only engage in passive learning activities, such as listening to explanations from the teacher and taking notes on the material presented. They rarely can practice using Arabic in daily conversations or relevant communicative situations. This condition can hinder the development of students' ability to speak, listen, read, and write in Arabic effectively. Therefore, a new approach that applies the TBLT method is expected to address this challenge more effectively. By providing tasks that emphasize social interaction, real-life simulations, and relevant language use contexts, TBLT can increase students' engagement in learning. In addition, more use of media and technology can also enrich students' learning experience and increase their motivation to develop Arabic language skills more actively and independently.

Analysis
Cycle I Results

In the first cycle, applying the TBLT method significantly increased students' active participation in the Arabic language learning process in class VIII MTs Al-Hurriyyah Kutawaluya. Students seemed more motivated to participate in learning activities and more confident using Arabic in relevant contexts. Although there were still some errors in the use of grammar and vocabulary, there was a clear improvement in students' ability to communicate effectively. Some students who previously tended to be passive began actively participating in group discussions, expressing their opinions, and interacting directly with classmates. It shows that the TBLT method successfully stimulates students' interest in learning Arabic by creating a supportive environment for active and contextualized language practice.

However, although implementing the TBLT method has significantly improved students' active participation and ability to use Arabic in practical contexts, some obstacles were also identified during the learning process. One of the main challenges is time limitation,

which often makes it difficult for students to complete tasks within the time limit. In addition, some students still faced difficulties understanding the instructions of the given tasks, which hindered their ability to carry out the tasks independently. Although there has been an improvement in students' participation in group discussions and activities, some still lack confidence speaking in front of the class. More focused practice and guidance are needed to help students overcome these challenges and develop their Arabic language skills more deeply and independently. By better understanding these constraints, teachers can design more effective and supportive learning strategies, thus ensuring that every student can reach their full learning potential in the context of TBLT learning. The TBLT method was implemented in four main stages: planning, implementation, observation, and reflection.

1. Planning

At the planning stage of applying the task-based language teaching (TBLT) method, the teacher and the research team took the first step in designing learning activities that focused on tasks relevant to students' daily lives. This approach aims to ensure that each learning activity teaches Arabic language skills and provides hands-on experience in language use in real contextual situations. Teachers start by identifying specific and relevant learning objectives, such as developing speaking, writing, listening, and reading skills.

Lesson plans are carefully crafted, integrating a variety of tasks that require students to interact using Arabic actively. Examples of functions that could be included include creating dialogues between students to simulate everyday conversational situations, writing formal or informal letters in Arabic, or making presentations on specific topics in Arabic in front of classmates. Each task is designed to consider the student's ability level and provide appropriate challenges to encourage their growth in using Arabic.

This planning process also involves selecting learning materials that are appropriate to the context and needs of the students, as well as setting a suitable time for each learning activity. Teachers must consider various factors, such as the duration of learning time, available resources, and the difficulty level appropriate to students' abilities.

By designing a comprehensive and structured lesson plan, teachers can ensure that each step in learning contributes to the ultimate goal of developing students' Arabic language skills. Through this

approach, students are expected to experience learning that is more interesting, meaningful, and integrated with the context of their lives, thus increasing their motivation and learning outcomes in acquiring practical and applicable Arabic language proficiency.

2. Implementation

At the implementation stage in the Task-Based Language Teaching (TBLT) method, the teacher implements a carefully prepared lesson plan to integrate various tasks and learning activities that are relevant to students' daily lives. This implementation aims to give students direct experience using Arabic in real contexts to develop their communication skills practically.

The teacher starts by giving clear instructions to the students regarding the tasks to be carried out. These tasks are designed to allow students to actively interact using Arabic, such as having conversations in small groups, solving problems, or collaborating on specific projects that require using Arabic. During the implementation of the activities, students are divided into small groups to facilitate in-depth discussions, teamwork, and exchange of ideas between them.

Teachers have a crucial role as facilitators in this learning process. They supervise the activity's course and provide the necessary direction and feedback to the students. This feedback aims to gradually help students refine and improve their Arabic language skills. In addition, teachers also monitor students' active participation and facilitate productive and meaningful discussions.

During the implementation, teachers also motivate students to be actively involved in any given task. They create a supportive classroom environment for language experimentation, where students feel comfortable taking risks in using Arabic without fear of making mistakes. Increasing students' confidence in speaking and interacting in the language being studied is important.

3. Observation

In the observation stage of the Task-Based Language Teaching (TBLT) method, the teacher and the research team play an important role in monitoring and evaluating students' activities during the learning process. Observations were conducted systematically to gain an in-depth understanding of students' participation, their ability to use Arabic practically, and their responses to the tasks that had been given.

The observations focused on several key aspects. First, observations of students' active participation were made to assess how much students were involved in various learning activities, such as group discussions,

role plays, or presentations. This active participation is considered important because it indicates the success of TBLT implementation in encouraging students to use Arabic actively and courageously.

Furthermore, observations were also made of students' ability to apply Arabic practically in real situations. It includes students' ability to communicate, write, listen, and read in Arabic according to the tasks given. This evaluation helped the teacher and the research team identify each student's strengths and weaknesses in using Arabic and provide specific feedback to improve their abilities.

In addition, observation also involves evaluating students' responses to the tasks given. This evaluation includes students' attitudes toward the tasks, their level of confidence in completing the tasks, and how they respond to challenges that may arise during the learning process. This information is important to understand students' perceptions of the applied learning method and to adjust the learning approach to better suit students' needs.

4. Reflection

After the activity was completed, the teacher and the research team reflected together to evaluate the effectiveness of the TBLT method that had been applied. This reflection aims to identify the method's strengths and weaknesses and plan improvements for the next cycle[27]. The results of this reflection are an important step in improving learning strategies to maximize student learning outcomes in the future. This comprehensive evaluation also helps to ensure that every aspect of the TBLT method can be optimized according to student's needs and the learning objectives set. Thus, the next learning cycle can be expected to benefit from the adjustments and refinements made based on this reflection.

Cycle II Results

In the second cycle, improvements were made based on the results of the first cycle reflection. The teacher gave clearer instructions and more time for students to complete the task. In addition, additional practice was shown to increase students' confidence in speaking in front of the class.

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[27] Athiyah Salwa, "Model Task-Based Learning Untuk Membangun Pembelajaran Mandiri Pada Tutorial Online," *Jurnal Pendidikan Terbuka Dan Jarak Jauh* 20, no. 1 (2019): 10–16, https://doi.org/10.33830/ptjj.v20i1.331.2019.

As a result, there was a significant improvement in students' Arabic language skills. Students were more confident and active in participating and better understood the material taught. Errors in the use of grammar and vocabulary were also significantly reduced. Overall, applying the TBLT method improved the learning skills of grade VIII students at MTs Al-Hurriyyah Kutawaluya. This method improves students' Arabic language skills and motivates them to be more active and confident in learning.

Discussion

The data showed that students ' learning retrieval increased during the two cycles of action carried out in two meetings. This improvement occurred after the application of the Tas-Base Language Teaching method. The observation results regarding the application of this method can be seen in the following table:

Table 1. Comparison of Observation Results of Improvement of Student Learning Skills Using the Task Base Language Teaching Method

Cycle	Percentage of Learning Skills	Category
I	73, 25%	Good
II	82, 79%	Excellent

In cycle I, 73, 25% of 25 students showed an increase in learning skills that fell into the good category; about 18 students improved in learning. Meanwhile, in cycle II, the percentage of improvement in student learning skills increased to 82 79%, in the very good category, with about 21 students who improved in learning. The number of students who increased from 18 in cycle I to 21 in cycle II showed an increase in learning skills by three students.

The significant increase from cycle I to cycle II indicates positive progress in student learning. In cycle I, 73.25% of students showed a good improvement in learning skills, with 18 students experiencing improvement. However, in cycle II, this percentage increased dramatically to 82.79%, with 21 students showing excellent improvement in learning skills. It indicates that the efforts to improve and adapt the learning method between the first and second cycles have yielded tangible results, marked by an increase in the number of

students who significantly improved from the previous cycle. Although the absolute number only increased by three students, this change shows the effectiveness of the new strategy or approach in cycle II.

Table 2. Data on Evaluation Results of Students Cycle I
and Cycle II

Description	Cycle I	Cycle II
Total	1712,5	1972,56
Average	68,5	78,9
Highest Score	95	100
Completed KKM	11	18
Not yet completed KKN	14	7
Percentage of KKM	44%	72%

Based on the data collected, applying the Task Base Language Teaching method in Arabic language learning has significantly improved students' learning outcomes. It can be seen from the increase in the average student score from 68.5 in cycle I to 78.90 in cycle II, showing that the method is effective in improving students' understanding and ability in Arabic. In addition, the increase in the percentage of students who reached the Minimum Competency (KKM) from 44% in cycle I to 72% in cycle II, with 18 students reaching the KKM, showed that more students could achieve the standards set in the learning. Classical learning outcomes that reached the success indicator with an average score of ≥ 70 in cycle II also reflected the method's effectiveness in achieving learning objectives. Overall, task-based language teaching has successfully improved students' overall learning skills in Arabic.

Table 3. Comparison of the results of Observations of
Teacher activity using the TBLT Method Cycle I and Cycle II

Teacher Activities Using the Task Base Language Teaching Method			
Cycle I		Cycle II	
Meeting I	Meeting II	Meeting I	Meeting II
81,25%	87,50%	100%	100%

Based on the data above, it can be seen that the increase in teacher activity in using the Task Base Language Teaching method contributed significantly to the improvement of students' learning skills. In cycle I, although teacher activity was already good, the increase in activity in the second meeting positively impacted student engagement. In cycle II, teacher activity that reached 100% consistently in both meetings significantly increased the percentage of students who completed the KKM. It shows that the active involvement of teachers in learning is very important in improving student learning outcomes. This active involvement helps create a more interactive and engaging learning environment, ultimately improving students' overall learning outcomes.

Using the Task Base Language Teaching method in Arabic language learning makes Arabic language learning more meaningful and fun. It brings out students' learning skills because the TBLT learning method involves students actively finding answers to problems through thinking and discussion. The Task-Based Language Teaching (TBLT) method is a learning method in which students are allowed to build their knowledge[28]. In this process, they work together to solve problems, understand the material deeply, communicate their ideas and respond to arguments from other groups. All of this aims to develop students' critical thinking skills.

The findings of this study regarding implementing the Task-Based Language Teaching (TBLT) method to enhance Arabic language skills are consistent with existing literature that underscores TBLT's effectiveness across various language learning contexts. Barrot's research indicates that TBLT fosters multiliterate and transformative learning experiences in ESL classrooms, suggesting that similar positive outcomes can be anticipated in acquiring Arabic. This alignment is particularly significant given the unique challenges the Arabic language presents, which TBLT can effectively address by designing meaningful tasks.

Moreover, Mulyadi's findings highlight the method's versatility, demonstrating improved language proficiency and critical soft skills among nursing students. This indicates that implementing TBLT in Arabic language instruction could yield comparable benefits, promoting linguistic and communicative competencies. Rianasari's

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[28] Elaheh Shirafkan et al., "Developing and Validating a Questionnaire on EFL Teachers' Beliefs about Task-based Language Teaching (TBLT)," *Language Related Research* 13, no. 5 (December 1, 2022): 359–90, https://doi.org/10.52547/LRR.13.5.14.

work further supports this by showing that TBLT enhances active participation and quality of English commercial writing. By engaging students in authentic tasks, TBLT facilitates active learning and collaboration, which are crucial for mastering a language. These insights suggest that similar strategies could be effectively applied to Arabic writing tasks, fostering a more dynamic and interactive learning environment.

Additionally, Prastiwi's research emphasizes the role of TBLT in improving writing skills through technology, reinforcing the importance of integrating modern tools in language instruction. Incorporating technology, such as video calls, may prove beneficial in teaching Arabic by facilitating real-time communication and interaction. Finally, Risna's investigation into TBLT's impact on high school students' speaking skills underscores the method's effectiveness in enhancing verbal communication. This suggests that TBLT can be instrumental in developing speaking proficiency in Arabic, which is essential for students' overall language competence. Collectively, these findings highlight the significant potential of TBLT to improve learning outcomes in Arabic language education.

As prior research shows, the present study corroborates the positive outcomes associated with TBLT. The integration of TBLT in Arabic language instruction holds great promise for improving learners' skills, fostering engagement, and enhancing overall educational experiences. Future research should explore the long-term effects of TBLT in Arabic learning contexts and the potential for further innovations in instructional strategies.

Conclusion

This study shows that implementing the Task-Based Language Teaching (TBLT) method at MTs Al-Hurriyyah Kutawaluya effectively improves students' learning skills, especially in Arabic language learning. The results consistently showed significant improvements in students' abilities in listening (*istima'*), reading (*qira'ah*), speaking (*kalam*), and writing (*kitabah*) Arabic after the implementation of TBLT. In addition, this method also succeeded in increasing students' learning motivation and active participation during the learning process. Although the results of this study provide strong evidence of the

effectiveness of TBLT in teaching Arabic in Madrasah, some limitations need to be noted. For example, the study's relatively short duration and the focus on certain variables may not cover all the complex aspects of language learning. Future research should extend the duration and explore more variables to deepen understanding of TBLT's success, considering school context and student characteristics. This study confirms TBLT's effectiveness in improving language skills, suggesting Arabic teachers adopt it to enhance teaching quality and student outcomes in Madrasah.

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