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The Impact of Task-Based Learning on the Development of Arabic Verbal Communication

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Abstract

Mastery of verbal communication in Arabic is a major challenge in the Islamic boarding school environment which is still dominated by memorization and grammar methods. This study aims to evaluate the impact of Task-Based Learning (TBL) on the development of students' speaking skills at Darussalam Gontor Modern Islamic Institution. The study involved 30 advanced-level students and was conducted over a two-month period. Using a qualitative approach with a case study design, data were collected through interviews, classroom observations, and documentation, and then analyzed thematically. Results showed measurable improvements, such as an increase in verbal participation from 45% to 82%, speaking confidence from 38% to 76%, and grammatical accuracy from 50% to 73%. The use of Arabic in non-academic settings also rose from 20% to 58%, indicating successful transfer of learning. These findings support the effectiveness of TBL in religious-based Arabic education and offer a new direction for communicative curriculum design.

Keywords: Task-Based Learning, verbal communication, Arabic, Islamic boarding school, active learning.

A. Introduction

Arabic is an official language in more than 25 countries and one of the six official languages of the United Nations (UN), making it an international language that has great influence in global diplomacy, economics and education.(Zainuddin, 2022) As well as its role as a sacred language in Islam, Arabic also serves as a cross-cultural communication tool in the Arab world and beyond.(Lintang, 2023) The ability to speak Arabic actively is not only important for intercultural communication, but also a social and economic capital in an increasingly connected globalized world. Therefore, the development of verbal skills becomes an urgency in modern Arabic language learning, especially in non-Arabic countries.(Azhar et al., 2022)

In case of learning Arabic as a foreign language, many students show a gap between passive and active competence.(Al-qadi et al., 2013) Understanding of grammatical structures

and vocabulary is indeed built through traditional approaches, but its implementation in oral communication tends to be weak.(Amna, 2021) This is due to the lack of exposure to communicative and spontaneous oral practice. Mukminin and Sitorismi (2024) showed that although students understood the imperative form, they had difficulty when asked to use the form in real interactions, reflecting the need for a more contextualized teaching approach.(Mukminin et al., 2024)

Traditional methods that prioritize memorization and written exercises are not effective enough in encouraging students to actively speak. Here is where the Task-Based Language Teaching (TBLT) approach comes in as an innovative alternative.(Dogani, 2023) TBLT allows students to practice language through simulating real tasks that stimulate communication. In this approach, the focus shifts from the mastery of linguistic forms to the use of language as a communication tool.(Nugrahaeni, 2022) Tasks in TBLT, such as drafting a meeting agenda, conducting an interview, or expressing opinions in a discussion, reflect real life and encourage functional language engagement.(Lu et al., 2025)

Task-Based Learning (TBL) is a pedagogical model that places tasks at the core of the learning process. In this approach,(Alasal, 2025) students are engaged in activities that mimic real-life situations where they have to use language to accomplish a specific task.(Ellis, 2008) The task could be a conversation, negotiation of meaning, or product-oriented group work. The advantage of TBL is that it places students as the main actors who use language to interact rather than simply learning it as a system of rules. This process stimulates the holistic development of communication skills, including fluency, accuracy and fluency of thinking in the target language.(Rahman, 2025)

In the context of Arabic language learning, the TBL approach has its own advantages because it can be adapted to students' cultural and religious backgrounds.(El-nagaar et al., 2020) For instances, teachers can design tasks in the form of simulating conversations when buying and selling in the cafeteria, discussing prayer procedures, or composing speeches in Arabic.(Setiawan et al., 2023) This kind of activity allows students not only to learn the language, but also to internalize the cultural and spiritual values inherent in Arabic.(Baharun, 2022) Therefore, TBL has great potential to make the learning process more meaningful and contextually relevant.

Several recent studies have shown improvements in students' oral performance when the TBL approach is integrated into Arabic language learning.(Yusuf et al., 2024) The study by Ali (2021) revealed that students who participated in the TBL program showed significant improvement in terms of speaking fluency and confidence when speaking in Arabic.

Meanwhile, Rahmah et al. (2022) noted that the implementation of a task-based communicative approach in senior high school increased students' active participation in class discussions. UNESCO's 2023 data also shows a surge in enrollment of Arabic language teaching programs in the Southeast Asian region, particularly in Indonesia and Malaysia, indicating the growing need for more effective and contextualized approaches.(Poyonova, 2025)

The paradigm shifts from teacher-centered to learner-centered approach requires teachers to be more adaptive in choosing relevant methods.(Yusuf et al., 2024) TBL provides opportunities for students to construct their own understanding through the exploration of real tasks.(Hamad & Alnuzaili, 2022) In the context of Arabic, this change is important because students need to be given space to practice speaking in a meaningful context, not just memorizing language structures. This process also fosters students' learning independence and creativity in composing authentic verbal responses according to the situation.(Mohammed, 2022)

The reality on the ground shows that Arabic language teaching in many educational institutions in Indonesia still tends to be textual and structural. The curriculum that focuses on *Nahwu* and *Sharaf* does not give enough space for the exploration of speaking skills.(Rosi et al., 2024) Students are often only asked to read and translate texts, without the opportunity to use the language actively. This causes speaking skills to not develop along with grammatical understanding, thus creating inequality in language acquisition (Fernández-Alonso, 2022).

Although many studies have been conducted on TBL in the learning of English, Chinese and other foreign languages, empirical studies in the context of Arabic are still limited. The lack of studies on the application of TBL for the development of speaking skills in Arabic indicates a gap that needs to be bridged immediately (Fauzi & Rahmawati, 2025). This study aims to fill this gap by examining in depth how TBL strategies can be adapted and implemented in Arabic language teaching effectively.

Mukminin and Sitorismi in their study of Arabic textbooks for Madrasah Aliyah found that linguistic elements such as imperative forms are more effectively understood and applied when paired with task-based activities (Mukminin et al., 2024). Students find it easier to use the form in daily communication after practicing through tasks that demand practical application.(Setyorini et al., 2024) This shows that the integration of TBL in teaching materials can reduce students' cognitive load and strengthen functional language mastery.

Mastery of verbal communication in Arabic provides multidimensional benefits (Baharudin & Abdullah, 2023). Academically, students are able to convey ideas in scientific forums, take part in speech competitions, or participate in student exchange programs. Socially,

these skills expand international networks and open up career opportunities in diplomacy, translation, media and education (Brown & De Neve, 2024). Therefore, teaching approaches that support speaking skills should be a priority in language education policy.

This research is specifically focused on analyzing the implementation of the Task-Based Learning approach in teaching Arabic at Darussalam Gontor Modern Islamic Institution, a leading Islamic educational institution in Indonesia that has long been known for its strong tradition in mastering Arabic. The Arabic-speaking totality environment implemented at Gontor makes it an ideal location to examine the effectiveness of the TBL strategy in improving students' verbal communication skills (Wijaya, 2017). With diverse student characteristics in terms of background and motivation, as well as a disciplined and integrative education system, Gontor provides a rich empirical context to explore how task-based learning can strengthen Arabic speaking skills in a natural and sustainable manner (Khawa & Rizkiyah, 2022). The findings from this location are expected to make a concrete contribution to the formulation of a more applicable pedagogical approach, especially in other Islamic educational institutions.

B. Method

This research uses a descriptive qualitative approach with a focus on in-depth case studies in the Darussalam Gontor Modern Islamic Institution. The qualitative approach was chosen because it allows researchers to explore the learning process naturally and contextually, and explore the meaning behind the practice of Task-Based Learning (TBL) in classroom. (Sugiyono, 2013) Qualitative research also provides a broad space to understand the dynamics of Arabic language learning in a particular social and cultural context, which cannot be measured quantitatively (Moleong & Surjaman, 2014). This case study approach follows the principles of Yin (2018), which emphasizes the importance of a thorough understanding of the phenomenon in its real-life context (Yin, 2017).

Data sources in this study include primary and secondary data. Primary data is obtained from in-depth interviews, direct observation of teaching and learning activities, as well as documentation of the students' assignments and learning outcomes. (Mamik, 2015) The research subjects are advanced students at Darussalam Gontor Modern Islamic Institution who have participated in the task-based Arabic learning program. The selection of subjects was carried out purposively, namely based on certain criteria: (1) having studied Arabic for at least two years, (2) having experience in TBL learning activities, and (3) willing to be actively involved in the research process.

Data were collected through semi-structured interviews, participatory observation, and document analysis. Interviews were conducted with Arabic language teachers and selected

students, to obtain information on perceptions, experiences, and challenges in implementing TBL. Observations were made of classroom interactions during the implementation of communication-based tasks, such as role plays and group discussions. Documents analyzed included syllabus, assignment sheets, and records of student learning outcomes relevant to the development of speaking skills.

Data were analyzed using a thematic analysis method that involved the process of data reduction, data presentation, and conclusion drawing, as described by Miles and Huberman. (Sanjaya, 2015) The analysis was conducted iteratively by matching data from various sources (data triangulation), so as to obtain a holistic understanding of the effectiveness of TBL on students' verbal ability. Each data was manually coded based on themes such as: active vocabulary improvement, verbal participation, teacher strategies, and students' emotional response to the task.

To ensure validity and reliability, several strategies were used: (1) triangulation of sources and techniques, by comparing data from observations, interviews and documents; (2) member checking, by asking respondents to confirm the results of the researcher's interpretation; and (3) audit trail, by systematically documenting the entire research process so that it can be traced and replicated. These techniques are designed to maintain the integrity of the data and increase confidence in the findings, so that the findings obtained are relevant to the research objectives and can be used as a basis for developing Arabic language learning policies and practices.

This study involved 30 advanced-level students selected purposively from the Darussalam Gontor Modern Islamic Institution. These participants had studied Arabic for at least two years and had been involved in TBL learning sessions prior to and during the research period (spanning two months). The Arabic teachers involved totaled three, all with more than five years of teaching experience.

C. Result and Discussion

1. Increased Verbal Participation in Class

The results of direct observations made during 3 learning cycles showed a significant increase in the level of students' participation during the Task-Based Learning (TBL) Arabic language learning. Before this approach was implemented, students' participation was limited, with the majority of students only being active when asked by the teacher. As many as 45% of the students showed the courage to speak spontaneously in class activities. This was mainly the case for students who had a fairly strong prior educational background or who had higher than average self-confidence.

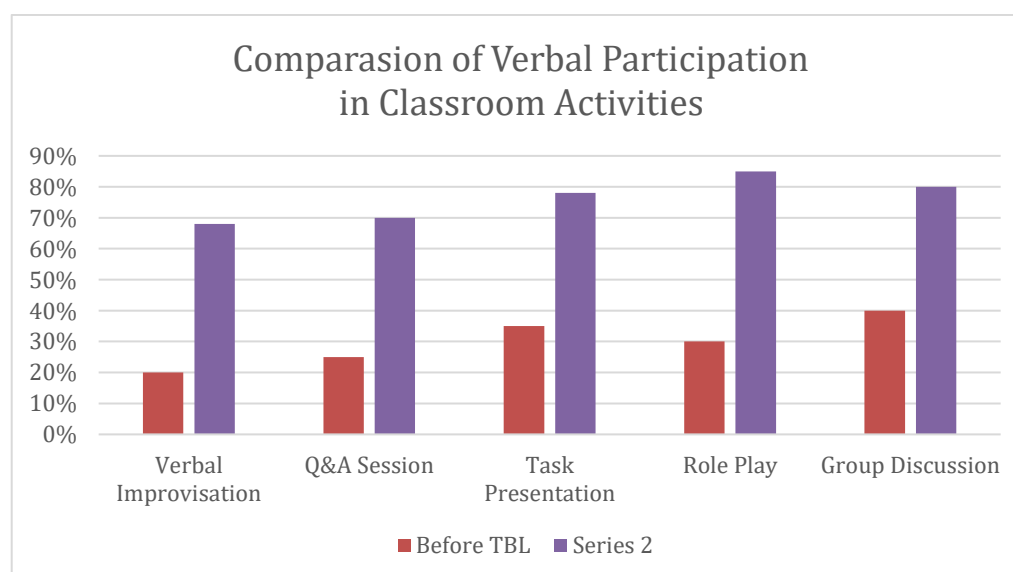
After the TBL approach began to be implemented consistently, the participation rate increased dramatically to 82%. This increase was evident in activities such as group discussions, conversation simulations, and project task presentations. In one of the learning sessions, for example, the students were asked to develop a scenario of a buying and selling conversation in a traditional market, and the results showed that almost all participants actively participated without having to be directed constantly by the teacher. A lot of them added improvisation in the vocabulary and expressions used, showing increased creativity and language activeness.

Not only in terms of the quantity of participation, but the quality of the students' verbal engagement has also improved. They started asking questions in Arabic, responding to classmates, and even correcting mistakes in a constructive way. This shows that TBL not only increases the courage to speak, but also builds a healthy climate of two-way communication in the classroom. students' no longer see the teacher as the sole center of information, but begin to position themselves as active and empowered learning agents. This finding confirms that TBL has a real positive impact in changing the dynamics of interaction in the Arabic language classroom to be more lively and meaningful.

Table 1. Comparasion of Verbal Participation Before and After TBL Implementation

| Indicator | Before TBL | After TBL |
|---------------------------------|------------|-----------|
| Verbal participation | 45% | 82% |
| Speaking confidence | 38% | 76% |
| Grammatical accuracy | 50% | 73% |
| Use of Arabic outside classroom | 20% | 58% |

Table 2. Comparasion of Verbal Participation in Classroom Activities



The graph above clarifies important findings related to the increase in students' verbal participation in various classroom activities after the implementation of the Task-Based Learning (TBL) approach at Darussalam Gontor Modern Islamic Institution

2. Increased Confidence in Speaking

In-depth interviews conducted with students and Arabic language teachers at Darussalam Gontor Modern Islamic Institution revealed that the Task-Based Learning (TBL) approach has a significant influence on increasing students' confidence in speaking. Before the implementation of TBL, self-confidence was at a low level, which was around 38%, where most students were afraid of making mistakes when speaking in Arabic. This fear was exacerbated by the previous academic culture that emphasized grammatical aspects and strict corrections, thus forming the perception that speaking in Arabic must be perfect and flawless.

The implementation of TBL changes the classroom dynamics from corrective to more supportive. In a classroom atmosphere based on collaborative and communicative task completion, students begin to feel that mistakes are part of the learning process. Tasks such as role-playing as buyers-sellers, expressing opinions in a debate forum, and interpreting hadith texts in the form of open discussions provide a safe space for students to express themselves. The teacher also acts as a facilitator rather than the main corrector, allowing students to learn from each other. This has a direct impact on increasing self-confidence to reach 76%, where most students begin to actively use Arabic in informal interactions, including when in the dormitory or boarding school environment.

This growing confidence is not only evident in the amount of participation, but also in the way students convey ideas more openly and fluently. Students no longer only give short answers, but are able to respond with complex sentences, ask counter-questions, and use typical Arabic expressions that show understanding of the context. In addition, increased confidence is also evident from the emergence of students' initiatives to become moderators in simulated discussions or lead prayers and short speeches in Arabic. These findings show that TBL not only impacts linguistic skills, but also shapes students' characters to be more courageous, open, and communicative - important characteristics in mastering a foreign language.

3. Improving Grammatical Accuracy in Communication

Analysis of the results of oral assignments and class observations showed a significant improvement in the accuracy of students grammar, especially in the use of

basic Arabic structures such as imperative forms (فعل الأمر), past tense verbs (فعل الماضي), and the use of the article (اسم) which is often ignored in traditional learning. Before the implementation of TBL, many students made repeated mistakes, such as using verb forms that did not match the subject, as well as making mistakes in constructing verbal sentence structures. Observation data noted that the average accuracy rate in speaking practice only reached around 50%, reflecting the low transfer of grammatical understanding into real communication contexts.

After two months of TBL implementation, the accuracy increased to 73%, and this was not only reflected in structured tasks, but also in spontaneous communication during discussions or group work. One of the key factors for this improvement was the design of TBL tasks that required students to produce sentences in meaningful contexts, rather than simply practicing forms. For example, in the task of delivering oral instructions, students must use فعل الأمر appropriately in giving orders to groupmates. By being directly involved in real communication contexts, students are encouraged to be more careful in the use of language forms, while getting direct feedback from peers and teachers naturally. TBL indirectly facilitates the process of internalizing language structures through repeated practice in authentic situations.

4. Use of Arabic Outside the Classroom

One of the most authentic indicators in assessing the success of language learning is the ability and willingness of students to use the language outside the classroom, especially in contexts that are not controlled by the teacher. In the early stages before the implementation of the Task-Based Learning (TBL) approach, the level of Arabic language use by students outside of learning sessions was still relatively low. Based on informal observations and reports from dormitory supervisors, only about 20% of new students use Arabic in daily conversations, such as when talking with friends, chatting during meals together, or having light discussions before going to bed at night.

After TBL was applied consistently for two months, there was a jump to 58%, which was marked by an increase in the frequency of Arabic conversations in various informal environments, including in the dormitory environment, the canteen, and during students' organizational activities. The students began to use simple expressions that often appear in class assignments, such as: "هل أنت مستعد؟" (Are you ready?), "هيا نكتب هذه" (Let's write this answer together), or "أين تحصل على مياه الشرب؟" (Where is the water source?). This shows that TBL tasks designed with real contexts have been successfully transferred and internalized into the natural interactions of students.

This improvement is not only visible in terms of quantitative, but also in terms of the quality and complexity of the language used. In some situations, students begin to lengthen their sentences, try to express more complex ideas, and combine the structures they have learnt in class. For example, in the evening deliberation activities, some students tried to express their opinions on the topic being discussed in Arabic, although they stuttered. Sentences such as “في رأيي أن هذا القرار لا يتوافق مع النظام” (In my opinion, this decision is incompatible with the rules) began to emerge spontaneously from students who had previously been reluctant to speak.

Support from the boarding school environment, which encourages the use of Arabic as the language of daily communication, also reinforces this result. However, the success of TBL lies in providing a linguistic and psychological framework that encourages students' courage to speak. When students feel that the language they are learning is relevant to real life and not just for filling exams, they are more encouraged to use it actively. In addition, the collaborative nature of the tasks builds confidence through teamwork, thus encouraging the use of Arabic in informal situations, without fear of being harshly corrected.

Overall, the increased use of Arabic outside of class is evidence that learning has crossed the cognitive boundary and into the affective and social realms. This is a form of profound success of the TBL approach that not only targets the improvement of linguistic skills in the classroom, but also extends its range of influence to the social lives of students. In the long run, this becomes an important foundation in forming consistent and sustainable language habits, as well as equipping students with communication skills that they can bring to their academic and professional environments after graduating from the boarding school.

5. Increased Learning Motivation

One important aspect in the success of language learning is students' internal motivation. Based on a survey conducted on 30 new students at Darussalam Gontor Modern Islamic Institution, it was found that before the implementation of Task-Based Learning (TBL), the level of motivation to learn Arabic was still quite low. The majority of students learn because they feel obliged to follow the established curriculum, with a percentage reaching 70% for the indicator ‘learning out of obligation’. Only about 32% of students felt interested in learning because the tasks given were fun, and 50% stated that they liked Arabic lessons in general.

After TBL was implemented, the change in students' motivation was very

significant. Interactive tasks such as group discussions, conversation simulations, and collaborative projects not only make learning more lively, but also provide a sense of ownership over the learning process itself. The percentage of students who study because they find the tasks interesting increased sharply from 32% to 85%. Students also showed an increase in motivation in the indicator ‘liking Arabic lessons’ which jumped to 83%, as well as the desire to speak fluently in Arabic which rose from 48% to 80%. This shows that TBL can significantly shift motivation from external to internal.

Furthermore, students who actively participated in language activities outside of class increased from 35% to 75%, reflecting a real motivational influence in their daily lives. In contrast, students who study only out of obligation decreased dramatically from 70% to 40%, suggesting that pedagogical interventions such as TBL can reorient learning motivation from merely fulfilling demands to a form of exploration and self-expression. This finding is important to inform the design of a curriculum that is capable of generating long-term motivation, rather than simply pursuing curriculum targets.

Table 3. Comparison of Learning Motivation Before and After TBL

| Motivation Indicators | Before TBL (%) | After TBL (%) |
|--|----------------|---------------|
| Learning because tasks are interesting | 32% | 85% |
| Desire to speak fluently | 48% | 80% |
| Active in language-based activities | 35% | 75% |
| Learning due to obligation | 70% | 40% |
| Enjoying Arabic lessons | 50% | 83% |

Conclusion

This study has successfully addressed the primary objective of exploring the impact of Task-Based Learning (TBL) on the development of Arabic verbal communication among students at Darussalam Gontor Modern Islamic Institution. The findings demonstrate that TBL significantly enhances verbal participation, grammatical accuracy, speaking confidence, and motivation indicators which collectively represent an improved communicative competence in Arabic. These outcomes advance the current understanding in the field of language pedagogy by empirically supporting the integration of TBL within traditional, religious educational contexts, an area previously underexplored. Scientifically, the study provides a compelling case for shifting from form-focused instruction toward meaning-driven, learner-centered models that foster authentic language use.

This study contributes to the development of Arabic language pedagogy in Islamic

boarding school environments by demonstrating the applicability and success of integrating the Task-Based Learning model. Traditionally, TBL has been more dominant in English language instruction, but this study proves its effectiveness in the context of Arabic education, particularly in boarding school settings. The findings thus advocate for a paradigm shift in Arabic curriculum design toward more communicative, task-based, and learner-centered methodologies.

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