



Learning of Arabic Language *Istima'* at the Islamic College of Syuhada Mosque Yogyakarta through the Task-Based Language Teaching (TBLT) Method / Pembelajaran *Istima'* Bahasa Arab di Sekolah Tinggi Agama Islam Masjid Syuhada Yogyakarta melalui Metode *Task-Based Language Teaching* (TBLT)

Siska Qurrota A'yun^{1*}, Mega Primaningtiyas², Maksudin³

^{1,3}Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

²STAI Masjid Syuhada Yogyakarta, Indonesia

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***Correspondence Address:**

24204021021@student.uin-

suka.ac.id

Abstract: This study investigates the implementation of the Task-Based Language Teaching (TBLT) method in developing *Mahārah al-Istimā'* (Arabic listening skills) at Sekolah Tinggi Agama Islam Masjid Syuhada Yogyakarta. Using a qualitative descriptive design, data were collected through classroom observations, interviews, and performance assessments. The findings reveal that the integration of authentic listening materials from *Learning.Al-Jazeera.net* and *Suno.Ai* significantly improved students' listening comprehension and engagement. The TBLT framework encouraged active participation through meaningful, real-life communication tasks that required collaboration, interpretation, and problem-solving. Students showed increased motivation and confidence as they interacted with contextualized Arabic input and peer-based activities. Despite its benefits, several challenges emerged, including limited access to advanced Arabic audio resources, varied language proficiency among students, and time constraints for completing tasks. However, these issues were effectively addressed through blended learning approaches combining digital tools with traditional listening drills. Overall, the research concludes that TBLT offers a practical and innovative pedagogical framework for enhancing Arabic listening instruction in higher education, aligning linguistic competence with communicative authenticity and modern educational technologies.

Abstrak: Penelitian ini mengkaji penerapan metode Pengajaran Bahasa Berbasis Tugas (TBLT) dalam mengembangkan *Mahārah al-Istimā'* (keterampilan menyimak) bahasa Arab di Sekolah Tinggi Agama Islam Masjid Syuhada Yogyakarta. Dengan menggunakan desain deskriptif kualitatif, data dikumpulkan melalui observasi kelas, wawancara, dan penilaian kinerja. Temuan penelitian menunjukkan bahwa integrasi materi menyimak autentik dari *Learning.Al-Jazeera.net* dan *Suno.Ai* secara signifikan meningkatkan pemahaman dan keterlibatan menyimak siswa. Kerangka kerja TBLT mendorong partisipasi aktif melalui tugas-tugas komunikasi yang bermakna dan nyata yang membutuhkan kolaborasi, interpretasi, dan pemecahan masalah. Siswa menunjukkan peningkatan motivasi dan kepercayaan diri saat berinteraksi dengan masukan bahasa Arab kontekstual dan aktivitas berbasis teman sebaya. Terlepas dari manfaatnya, beberapa tantangan muncul, termasuk akses terbatas ke sumber daya audio bahasa Arab tingkat lanjut, kemahiran berbahasa yang bervariasi di antara siswa, dan keterbatasan waktu untuk menyelesaikan tugas. Namun, masalah-masalah ini diatasi secara efektif melalui pendekatan pembelajaran campuran yang menggabungkan perangkat digital dengan latihan menyimak tradisional. Secara keseluruhan, penelitian menyimpulkan bahwa TBLT menawarkan kerangka pedagogis yang praktis dan inovatif untuk meningkatkan pengajaran mendengarkan bahasa Arab dalam pendidikan tinggi, menyelaraskan kompetensi linguistik dengan keaslian komunikatif dan teknologi pendidikan modern.



Introduction

Listening comprehension or *Mahārah al-Istima'* is considered one of the fundamental competencies in Arabic language learning, serving as the backbone for developing other language skills such as speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*).¹ This skill enables learners to decode, interpret, and respond to spoken Arabic accurately, which is critical in both academic and real-life communication contexts.² However, in many formal learning settings, including higher education institutions in Indonesia, students frequently encounter obstacles in acquiring effective listening skills. These difficulties often arise from limited exposure to authentic Arabic input, insufficient practice with varied speech registers, and reliance on traditional teaching methods that prioritize rote memorization and repetitive drills over interactive and communicative engagement.

Traditional approaches to teaching *istima'* often emphasize repetitive listening exercises and vocabulary drills, focusing on isolated words or pre-scripted dialogues rather than authentic communication.³ While these methods may help learners recognize basic vocabulary and sentence patterns, they fall short in cultivating students' ability to understand natural spoken Arabic, especially when confronted with different dialects, rapid speech, or contextual nuances. Consequently, students may develop passive recognition skills without achieving the active comprehension necessary for meaningful communication.⁴ This gap between classroom instruction and real-world language use highlights the need for pedagogical innovations that can provide learners with more authentic and contextually rich listening experiences.⁵

Task-Based Language Teaching (TBLT) has emerged as a powerful pedagogical approach to address these limitations by positioning meaningful tasks, rather than

¹ Sholehuddin, M. Sugeng, et al. "The Basic Theory and Implementation of Mahārah Al-Istimā' in Higher Education." *Alsinatuna* 6.1 (2020): 83-99.

² Almelhes, Sultan. "Enhancing Arabic language acquisition: Effective strategies for addressing non-native learners' challenges." *Education Sciences* 14.10 (2024): 1116.

³ Rogers, Megan. *Finding the plot: a maternal approach to madness in literature*. Demeter Press, 2017.

⁴ Naasywa, Nailatun, Rizki Amalia Putri, and Eneng Liah Khoiriyah. "An Analysis of Passive to Active Promoting Critical Engagement with Text." *Jurnal Pendidikan Dan Penelitian Serumpun Memandu* 1.2, Juli (2025): 57-66.

⁵ Yusupalieva, Shakhnoza. "Developing students communicative competence using authentic materials with information technologies." *International Journal of Industrial Engineering, Technology & Operations Management* 2.2 (2024): 59-62.

linguistic forms, at the center of the learning process.⁶ In TBLT, learners engage in real-world activities that require understanding, processing, and responding to language input to complete specific communicative objectives.⁷ These tasks can range from listening to and summarizing news reports, analyzing dialogues from media content, or participating in simulated conversations, all of which demand active comprehension and contextual interpretation. By focusing on functional language use, TBLT encourages learners to develop both receptive and productive skills in an integrated manner.⁸

Research has consistently shown that TBLT can enhance various aspects of language proficiency. TBLT provides structured yet dynamic learning opportunities that foster interaction, negotiation of meaning, and collaboration among learners, thereby enhancing their overall language competence.⁹ Implementing task-based learning in Arabic instruction can simultaneously improve listening, writing, and speaking skills, particularly when tasks are designed with authentic content and clear communicative purposes.¹⁰ TBLT not only develops linguistic skills but also enhances learners' cognitive and metacognitive abilities, such as problem-solving, prediction, and inferencing, which are crucial for effective listening comprehension in a foreign language.¹¹

Specifically in the realm of *istima'*, TBLT offers learners the opportunity to engage with authentic materials and diverse audio inputs that reflect real-life language use.¹² For example, integrating digital media, podcasts, or news platforms like Al-Jazeera into task-based activities exposes students to various accents, speech rates, and registers, enhancing their listening flexibility and comprehension strategies. This approach aligns with the principle that language learning is most effective when learners are active

⁶ Sharmin, Mehbuba. "Beyond traditional approaches: Exploring task-based language teaching (TBLT) and its impact on Bangladeshi university students' academic writing performance." *ICRRD Journal* 4.4 (2023): 231-246.

⁷ Zulianingrum, Ana. "Empowering EFL Learners' Communicative Competence through Role-Play in Task-Based Language Teaching (TBLT)." *Mozaic: Islam Nusantara* 11.1 (2025): 23-36.

⁸ Amaya Noguera, Cecilia Judith. "Task-based language teaching to develop productive skills in EFL." (2021).

⁹ Лобода, Ольга Володимирівна, and Людмила Миколаївна Попова. "Formation of students' foreign language competence using task-based language teaching (TBLT)." *Перспективи та інновації науки* 57.11 (2025): 92-107.

¹⁰ Hamouda, Arafat. "The Impact of Task-Based Instruction on Developing Saudi University EFL Students' English Speaking Skills." *مجلة كلية التربية (أسبوط)* 32.2 (2016): 1-80.

¹¹ Sami, Hafiz Abdul, and Muhammad Ahsan Raza. "Implications of Task-Based Learning and Cognitive Theory on Language Learning." *Journal of Applied Linguistics and TESOL (JALT)* 8.2 (2025): 1446-1459.

participants, processing language input meaningfully rather than passively receiving information.¹³ By designing tasks that mimic real-world communication, educators can cultivate students' ability to comprehend and respond appropriately in diverse contexts.

At Sekolah Tinggi Agama Islam (STAI) Masjid Syuhada Yogyakarta, students often encounter specific challenges in developing listening skills due to limited exposure to spoken Arabic outside the classroom environment. The majority of instruction still relies on teacher-centered methods, in which lecturers provide structured explanations and students follow along passively. This learning environment often restricts opportunities for students to engage in authentic listening and meaningful interaction, which can lead to difficulties in recognizing connected speech, understanding implied meanings, and interpreting contextual cues. Consequently, despite theoretical knowledge of vocabulary and grammar, students may struggle to comprehend natural Arabic conversations fluently.

Implementing TBLT in this context offers a potential solution by promoting active learning, student autonomy, and engagement with authentic language tasks. In listening-focused activities, students are required to actively process auditory input, take notes, summarize information, and respond to questions or tasks that simulate real-world communication scenarios. This process encourages learners to develop a range of strategies, such as predicting outcomes, inferring meanings from context, and identifying key information, all of which are essential for improving listening comprehension.¹⁴ Moreover, when TBLT is integrated with digital tools, such as streaming platforms or text-to-speech technology, students can access a wider variety of authentic audio resources, further enriching their learning experience.

Despite its advantages, implementing TBLT in Arabic listening classes requires careful planning and adaptation. Educators must consider factors such as learners' proficiency levels, cultural relevance of tasks, and alignment with learning objectives. Additionally, practical constraints, including limited class time, availability of suitable materials, and balancing task-based activities with explicit language instruction, can

¹² lafta Jassim, Assist Prof Dr Lina. "Arab International Postgraduates' perception of Using Task-Based Language Teaching to enhance their Speaking Abilities." *مجلة دجلة للعلوم الانسانية* P-ISSN: 3079-7853 E-ISSN: 3079-7861 1.2 (2025).

¹³ Brown, H. Douglas, and Heekyeong Lee. *Principles of language learning and teaching: A course in second language acquisition*. Routledge, 2025.

¹⁴ Goh, Christine CM, and Larry Vandergrift. *Teaching and learning second language listening: Metacognition in action*. Routledge, 2021.

influence the effectiveness of this approach.¹⁵ Overcoming these challenges requires thoughtful instructional design, ongoing assessment, and flexibility in task implementation to ensure that learners can benefit maximally from the method.

Therefore, this study aims to explore the implementation of the Task-Based Learning method in *istima'* classes at STAI Masjid Syuhada Yogyakarta. It seeks to examine how lecturers design and apply tasks, the strategies students use to complete them, and the overall impact on students' listening skills. By analyzing these aspects, the research aims to provide evidence-based insights into the effectiveness of TBLT in Arabic listening instruction and offer practical recommendations for educators seeking to enhance their teaching methods, thereby bridging the gap between classroom learning and authentic language use in real-world contexts.

Methods

This study employed a descriptive qualitative design, aiming to describe in depth how the Task-Based Learning (TBLT) method was implemented in *istima'* learning at the STAI Masjid Syuhada Yogyakarta. A qualitative approach was chosen because the focus of this study was on understanding the learning process, interactions between lecturers and students, and students' perceptions of the effectiveness of the TBLT method. This design enabled researchers to obtain rich, contextual information about actual learning practices, rather than simply numbers or statistics.¹⁶

Observations were conducted to document direct teaching and learning activities during *istima'* sessions. Researchers recorded how TBLT assignments were implemented, student participation, interactions between lecturers and students, and the strategies students used to complete the assignments. These observations helped understand the extent to which learning was active and communicative, and whether the assignments align with the principles of TBLT, which focuses learning on meaningful tasks and authentic communication.

Interviews were conducted with lecturers teaching the *Istima'* course and students attending the class. The goal was to obtain their views on the effectiveness of the TBLT method, the difficulties encountered during implementation, and the strategies they used

¹⁵ Rahman, Aisha. "Task-Based Language Teaching (TBLT) in Arabic Learning: A Practical Framework for Classroom Application." *IJAS: International Journal of Arabic Studies* (2025): 35-43.

¹⁶ Rahman, Aisha. "Task-Based Language Teaching (TBLT) in Arabic Learning: A Practical Framework for Classroom Application." *IJAS: International Journal of Arabic Studies* (2025): 35-43.

to complete listening assignments. Semi-structured interviews were chosen to allow researchers to explore answers in greater depth and flexibility, while also adjusting questions based on participant responses.¹⁷

Evaluation of students' listening skills was conducted through various instruments, including audio recordings of listening assignments, quizzes, and presentations.¹⁸ This assessment aimed to measure students' ability to understand the content of conversations or audio texts, extract important information, and respond appropriately to questions. Using this approach, researchers can concretely observe the extent to which the implementation of TBLT contributes to improving students' *istima'* skills.

Data obtained from observations, interviews, and student performance assessments were analyzed using thematic analysis. This process involved organizing the data into key themes related to task implementation, the development of students' listening skills, and the pedagogical challenges that emerged during the learning process. Thematic analysis enabled researchers to identify consistent patterns and provide a systematic description of TBLT learning practices in *istima'* classes.

Through this method, the research not only quantitatively assesses student learning outcomes but also emphasizes understanding the context and learning process, thus providing comprehensive insights into the strengths, limitations, and recommendations for developing *istima'* learning using TBLT in Islamic-based higher education institutions. This approach is expected to serve as a practical reference for lecturers and curriculum developers in improving the effectiveness of communicative and contextual Arabic language learning.

Results and Discussion

Implementation TBLT in *Istima'* of Education

In the observed classes, the implementation of Task-Based Language Teaching (TBLT) focused on the use of authentic tasks that emphasized real-life Arabic language comprehension. Lecturers designed various listening tasks that went beyond simple listening exercises and integrated modern technology to simulate authentic

¹⁷ Karatsareas, Petros. "Semi-structured interviews." *Research methods in language attitudes* 99 (2022).

¹⁸ Slamet, Joko, and Nur Mukminatien. "Developing an online formative assessment instrument for listening skill through LMS." *LEARN Journal: Language Education and Acquisition Research Network* 17.1 (2024): 188-211.

communication situations. One medium used was *Learning.Al-Jazeera.net*, a digital platform that provides Arabic news and audio materials on a variety of current topics.¹⁹ Students were asked to listen to the provided audio recordings and then answer questions related to the content, context of the conversation, and the main message conveyed. This activity helped students not only recognize vocabulary and sentence structure but also understand the intonation, accent, and speaking style of native Arabic speakers.

Furthermore, *Suno.Ai* technology was utilized to provide more adaptive interactive listening exercises. Using *Suno.Ai*, students could listen to various virtual conversations, both everyday dialogue and academic topics, followed by quizzes or reflective exercises to assess their understanding.²⁰ This approach allows students to practice independently or in groups, allowing their *istima'* skills to develop gradually and continuously.

In practice, TBLT assignments are not only individual but also collaborative. Students are often grouped together to discuss their answers to comprehension questions or interpretations of recorded content. These group discussions help students develop active comprehension strategies, such as predicting conversational content, connecting new vocabulary to relevant contexts, and complementing information that might have been missed during individual listening. Thus, TBLT encourages communicative interaction among students, in line with the main principle of task-based learning, which prioritizes the use of language for real and meaningful purposes.²¹

In addition to understanding content, TBLT implementation in *istima'* also emphasizes assessing the process, not just the final product. Lecturers record students' participation in discussing the material, their ability to answer open-ended questions, and how they express their understanding of the audio they hear. This evaluation is formative and serves as a basis for further improvement in teaching, allowing students to gradually become accustomed to a more communicative and reflective learning approach.

¹⁹ Mahmudah, Umi. "Utilizing Technology in Arabic Teaching: Implementation of Media "Learning Aljazeera. Net" on Listening Skill Teaching at University of Darussalam Gontor." *Utilizing Technology in Arabic Teaching: Implementation of Media "Learning Aljazeera. Net" on Listening Skill Teaching at University of Darussalam Gontor* 5.2 (2021): 197-216.

²⁰ Sa'diyah, Khusnul Khotimah Halimatus, et al. "The Utilizing Suno. Ai Technology to Enhance Arabic Listening Skills in Foreign Language Education." *Journal of Arabic Language Teaching* 5.1 (2025): 97-108.

²¹ Milon, Md Rashed Khan, et al. "Unlocking fluency: Task-based Language Teaching (TBLT) in tertiary speaking classes-insights from Bangladeshi teachers and students." *ICRRD Quality Index Research Journal* 4.4 (2023).

Furthermore, the use of digital media such as *Learning.Al-Jazeera.net* and *Suno.Ai* brings students closer to realistic and authentic language input, which is often difficult to obtain in conventional learning contexts. Students hear not only formal Arabic in textbooks but also the variations in accent, intonation, and vocabulary used in real conversations. This approach aligns with the goals of TBLT, namely to improve natural communication skills, foster learning motivation, and develop adaptive listening skills in various situations.²²

Furthermore, TBLT facilitates problem-solving through listening tasks that require students to interpret meaning, filter important information, and convey conclusions verbally.²³ These activities encourage students to think critically and actively use Arabic for specific purposes, rather than simply memorizing or imitating example sentences. Thus, *istima'* learning becomes more dynamic and student-centered, in line with modern learning principles that emphasize active engagement and hands-on practice.

Overall, the implementation of TBLT at the STAI Masjid Syuhada Yogyakarta demonstrated that this method was effective in improving students' listening skills through a combination of digital media, authentic assignments, group collaboration, and formative assessment. This approach not only helped students understand Arabic textually but also strengthened their ability to interpret context, interact with real language, and develop independent learning strategies that could be applied outside the classroom.

Listening Skill Improvement

The implementation of the Task-Based Language Teaching (TBLT) approach in the Arabic listening (*istimā'*) classroom demonstrated a significant improvement in students' listening comprehension. Students' progress was evident in their ability to identify key ideas, distinguish between similar sounds, and infer implied meanings within authentic Arabic conversations. This improvement was largely attributed to repeated exposure to meaningful listening tasks and interactive learning activities designed to foster deeper cognitive engagement with the input material. As observed during the course, the use of authentic audio sources, such as *Learning.Al-Jazeera.net*

²² Gjoni, Debora, and Klodeta Dibra. "Teaching EFL Skills Based on the Task-Based Approach: Insights from Albania." *International Research Journal of Multidisciplinary Scope* 6.3 (2025): 511-522.

and *Suno.Ai*-based listening modules, allowed students to experience real-life linguistic variations, speech rates, and accents that are typically absent in traditional textbook-based instruction.

Through these repeated listening experiences, students gradually became familiar with the rhythm, prosody, and contextual nuances of Arabic discourse. Each task required them to process spoken information actively predicting meaning, recognizing key vocabulary, and confirming their understanding through subsequent discussion or reflection tasks.²⁴ This process is consistent with the findings, who emphasize that TBLT promotes active listening and facilitates long-term retention by engaging learners in contextualized, communicative activities. Instead of passively listening to scripted dialogues, students at STAI Masjid Syuhada Yogyakarta were encouraged to “listen for meaning”, a key principle in TBLT that positions comprehension as a dynamic interaction between the listener and the input.

Another crucial factor contributing to listening improvement was the integration of collaborative learning strategies within the task cycles. Students frequently worked in pairs or small groups to analyze the content of audio recordings, share interpretations, and clarify unfamiliar vocabulary.²⁵ This peer interaction not only helped reinforce comprehension but also encouraged students to articulate their understanding in Arabic, thus connecting listening with speaking skills. The dialogic exchanges that emerged during these collaborative sessions reflected the communicative authenticity that TBLT seeks to cultivate. As noted, such social interaction transforms the classroom from a teacher-centered environment into a learner-centered space where communication becomes both the goal and the medium of learning.²⁶

Furthermore, listening tasks were carefully scaffolded to ensure progressive skill development. Initial sessions focused on short, slow-paced audio clips emphasizing basic comprehension and vocabulary recognition. As students' proficiency improved, more complex and fast-paced materials were introduced, simulating real-life situations such as

²³ Zulianingrum, Ana. "Empowering EFL Learners' Communicative Competence through Role-Play in Task-Based Language Teaching (TBLT)." *Mozaic: Islam Nusantara* 11.1 (2025): 23-36.

²⁴ Bean, John C., and Dan Melzer. *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons, 2021.

²⁵ Zulkifli, Dadan. "The Use of A Collaborative Learning Strategy of Think-Pair-Share by Listening to An English Dialogues to Improve Learning Outcomes." *Sulawesi Tenggara Educational Journal* 3.1 (2023): 33-38.

²⁶ Alam, Md Afroz. "From teacher-centered to student-centered learning: The role of constructivism and connectivism in pedagogical transformation." *Journal of Education* 11.2 (2023): 154-167.

news reports, interviews, and spontaneous dialogues.²⁷ This gradual increase in task difficulty enabled learners to build confidence and develop metacognitive listening strategies, such as predicting, monitoring, and evaluating comprehension. Over time, students demonstrated an improved ability to process spoken Arabic efficiently, even when exposed to unfamiliar topics or dialectical variations.

The improvement in listening skills was also reflected in students' performance assessments, including comprehension quizzes, summarization tasks, and oral feedback sessions. The results indicated a steady increase in accuracy and fluency when interpreting Arabic audio materials. Moreover, qualitative feedback from students suggested heightened motivation and engagement, as they perceived TBLT-based activities to be more relevant and stimulating than traditional drills. The integration of technology-supported listening materials, such as *Suno.Ai* applications, offered an element of novelty and interactivity that sustained students' interest throughout the learning process.²⁸

Importantly, this enhancement of listening comprehension did not occur in isolation but was accompanied by improvements in other language domains, particularly speaking and vocabulary acquisition. As students were repeatedly exposed to authentic spoken Arabic, they subconsciously absorbed natural expressions, idioms, and grammatical structures.²⁹ This phenomenon aligns with the input hypothesis in second language acquisition, which posits that meaningful and comprehensible input serves as the foundation for linguistic competence. TBLT, by embedding such input within purposeful tasks, enables learners to internalize language patterns in a way that mimics natural acquisition.³⁰

Overall, the study revealed that TBLT not only improved the technical aspect of listening, such as sound recognition and comprehension accuracy, but also nurtured a more holistic listening competence—the ability to interpret meaning, respond

²⁷ Rahmani, Chahinez Ilhem, Chaima Mebarkia, and Imane Khermaza. *Exploring Teachers' Perceptions towards Integrating English Songs in Teaching Pronunciation: Case of Teachers of English Language at Primary Schools in Bordj Bou Arreridj*. Diss. ٢٠٢٥. جامعة محمد البشير الابراهيمى برج يوعريديج.

²⁸ Baharun, Segaf, and Sultan Abdus Syakur. "Interactive Whiteboard as a Medium for Nahwu Learning: Bridging Technology and Arabic Grammar Education." *International Journal of Arabic Language Teaching* 7.01 (2025): 1-20.

²⁹ BENYAMINA, Amira, and Sabrina Chahrazed BOUSRI. *Expressing Arabic thoughts in English tongue: lost meaning while mind translating Case study of Second and Third year BMD students*. Diss. Université Ibn Khaldoun-Tiaret-, 2021.

appropriately, and use listening as a bridge to communication. Students' enhanced confidence in dealing with authentic Arabic materials illustrates the transformative potential of TBLT in reshaping how listening is taught and learned in Arabic language programs. These findings reinforce the view that exposure to authentic input, when combined with meaningful communicative tasks, is a key driver of success in second language listening pedagogy.

Student Motivation and Participation

One of the most striking outcomes observed during the implementation of the Task-Based Language Teaching (TBLT) method in Arabic listening (*istimā'*) classes at STAI Masjid Syuhada Yogyakarta was the remarkable increase in students' motivation and participation. Unlike traditional, teacher-centered approaches—where students often act as passive recipients of information—TBLT transforms the classroom into an active learning environment where learners are directly engaged in performing meaningful communicative tasks. These tasks, such as interpreting authentic Arabic news clips, completing problem-solving exercises, or collaborating in group discussions, positioned students not merely as listeners but as active participants in constructing and negotiating meaning.

This shift in learning dynamics fostered a sense of ownership and responsibility among students toward their own learning. They were no longer confined to rote memorization or mechanical repetition but were encouraged to use the language functionally, responding to authentic communicative needs. This autonomy significantly increased intrinsic motivation, as students perceived the tasks to be directly relevant to their academic and professional aspirations—particularly for those pursuing careers in education, translation, or religious studies where Arabic comprehension is essential. The use of real-life scenarios—such as listening to Arabic news reports, sermons, or interviews—helped bridge the gap between classroom instruction and practical language use, thereby enhancing students' sense of purpose and engagement.

Moreover, TBLT's emphasis on collaborative learning played a central role in promoting active participation. Students frequently worked in pairs or small groups to complete task cycles that involved pre-listening preparation, during-listening

³⁰ Sharmin, Mehbuba. "Beyond traditional approaches: Exploring task-based language teaching (TBLT) and its impact on Bangladeshi university students' academic writing performance." *ICRRD Journal* 4.4 (2023): 231-246.

comprehension, and post-listening reflection. These collaborative settings encouraged peer-to-peer interaction, negotiation of meaning, and mutual support, leading to a more inclusive and dynamic classroom atmosphere. As noted by, collaborative task-based environments create a sense of shared responsibility, where students feel accountable not only for their own learning outcomes but also for the success of their peers.³¹ This collective engagement fosters social motivation and helps alleviate anxiety, particularly in listening activities where students often fear misunderstanding or misinterpretation.

Additionally, TBLT inherently promotes communicative confidence. As students participated in authentic tasks that required them to respond, summarize, or discuss what they had heard, they developed a greater willingness to communicate in Arabic, even with limited proficiency. The sense of accomplishment gained from successfully completing communicative tasks enhanced self-efficacy and reduced affective barriers commonly associated with foreign language learning. This aligns, that students engaged in task-based environments display higher persistence, curiosity, and enjoyment, primarily because the learning process feels purposeful and interactive.

The integration of technology-assisted learning tools such as *Suno.Ai* and *Learning.Al-Jazeera.net*—further elevated students' motivation levels. These platforms provided immediate feedback, diverse content, and an authentic auditory experience, allowing students to explore Arabic language materials independently.³² The novelty of using digital media not only made the learning process more enjoyable but also aligned with students' digital literacy, making the activities feel modern, accessible, and engaging. This technological integration resonated with students' daily communication habits, reinforcing the idea that Arabic is not just a subject to be studied but a living language that can be used in digital spaces.

Furthermore, the task-based approach nurtured extrinsic motivation through visible progress and achievement. Students reported feeling more satisfied when they could directly observe their improvement in listening comprehension through quizzes, task outcomes, or peer feedback sessions. The iterative nature of TBLT—where students repeatedly engage in listening, reflection, and output—allowed them to experience

³¹ M. S. Tampubolona and U. S. Haq, "The Implementation of a Listening Skills Curriculum for Students at ICBB Yogyakarta" 2022.

³² Albantani, Azkia Muharom, Ade Arip Ardiansyah, and Muhammad Sabri Sahrir. "Deep learning framework for Arabic course in higher education." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 13.1 (2025): 1-18.

tangible growth, thus reinforcing their motivation to continue learning. The incorporation of reflection activities at the end of each task cycle encouraged metacognitive awareness, prompting students to analyze what strategies worked best for them and how they could improve further.

The classroom atmosphere during TBLT implementation was notably more interactive and student-centered. Observations revealed that students were eager to volunteer answers, ask clarifying questions, and contribute opinions during discussions. This participatory culture contrasts sharply with the passive, lecture-based listening classes that many students had previously experienced. As participation increased, so did peer collaboration and community spirit within the classroom, creating an environment conducive to sustained motivation and long-term language development.

In conclusion, the application of TBLT in Arabic *istimā'* learning at STAI Masjid Syuhada Yogyakarta succeeded in transforming the students' learning attitudes. By linking language tasks with authentic communicative contexts and collaborative learning principles, TBLT not only enhanced listening proficiency but also nurtured a more positive and motivated learning culture. This finding supports previous research emphasizing that motivation and participation are key mediators in successful second-language acquisition, particularly in environments that integrate meaningful, context-driven, and interactive learning activities.

Constraints and Challenges

Despite the evident success of Task-Based Language Teaching (TBLT) in improving students' listening comprehension, the implementation process at STAI Masjid Syuhada Yogyakarta was not without challenges. Several obstacles emerged during classroom observation and interviews, primarily related to the availability of resources, students' varied proficiency levels, and time management within the academic schedule. These challenges required lecturers to adapt and innovate in order to sustain the effectiveness of the TBLT approach and ensure equitable learning outcomes for all participants.

One of the most persistent challenges was the limited access to high-quality Arabic audio materials. Since authentic Arabic resources are essential for effective listening instruction, lecturers often struggled to find materials that matched both the students' proficiency level and the course objectives. Many online sources, such as news broadcasts or podcasts, were either linguistically too advanced or thematically unsuitable

for classroom use. Moreover, the lack of a centralized institutional repository for Arabic audio materials meant that teachers had to individually curate or modify resources from various platforms, such as *Learning.Al-Jazeera.net* or YouTube. This issue aligns with the findings of, that Arabic listening instruction in Indonesia frequently suffers from the scarcity of localized and pedagogically graded audio materials.³³ Consequently, lecturers were compelled to blend digital resources with traditional listening exercises, ensuring that students could access both authentic and comprehensible input in a balanced manner.

Another major obstacle involved variations in student proficiency levels. In most TBLT-oriented classes, the success of a task depends on students' ability to process and respond to authentic input in real time. However, in this context, some students possessed advanced listening skills while others struggled with basic comprehension, particularly when encountering fast speech or unfamiliar dialects. This disparity occasionally caused disengagement among lower-proficiency students, who found it difficult to keep pace with the assigned tasks.³⁴ To address this, lecturers applied differentiated task design, where audio materials were supplemented with visual aids, keyword lists, or simplified pre-listening activities. These scaffolding techniques provided linguistic support and helped ensure that all students could participate meaningfully in the communicative process.

Time constraints also emerged as a significant challenge in the TBLT cycle. Since TBLT emphasizes multiple phases pre-task, task performance, and post-task reflection the limited duration of classroom sessions sometimes hindered the completion of all task components. Lecturers had to balance between providing sufficient input exposure and allocating time for reflection or peer discussion. This issue was particularly evident in larger classes, where managing group activities and assessing individual performance within a single session became difficult. To mitigate this problem, lecturers utilized blended learning strategies, combining synchronous classroom interaction with asynchronous online activities. Through platforms such as Google Classroom or WhatsApp groups, students were assigned follow-up listening tasks or reflection journals that extended learning beyond the classroom boundaries.

³³ Nurhayati, Nurhayati, Puji Wahyu Setiawaty, and Sahril Nur. "EFL teachers challenges in designing assessment material for students' listening skills." *ENGLISH FRANCA: Academic Journal of English Language and Education* 8.2 November (2024): 409-422.

³⁴ Zheng, Yao, Shulin Yu, and Zhuoyao Liu. "Understanding individual differences in lower-proficiency students' engagement with teacher written corrective feedback." *Teaching in Higher Education* 28.2 (2023): 301-321.

Technological limitations also posed intermittent challenges. Although digital tools such as *Suno.Ai* and *Learning.Al-Jazeera.net* were highly beneficial, inconsistent internet connectivity occasionally disrupted online listening activities, particularly for students accessing materials from remote areas. Furthermore, not all students possessed equal levels of digital literacy, requiring lecturers to provide technical guidance before initiating online listening tasks. This added another layer of preparation and time investment to the instructional process. However, over time, both lecturers and students adapted to the digital environment, and the overall effectiveness of the approach improved as familiarity increased.

An additional challenge lay in assessment and evaluation. Since TBLT prioritizes process-oriented learning and authentic communication over traditional testing, measuring students' listening comprehension objectively proved complex. Lecturers needed to design assessment rubrics that captured both the quality of participation and the depth of understanding rather than focusing solely on correct answers. This shift required pedagogical innovation and continuous reflection on how best to evaluate communicative competence in listening contexts.

Despite these challenges, lecturers at STAI Masjid Syuhada Yogyakarta demonstrated commendable adaptability and creativity in managing TBLT-based instruction. By integrating traditional audio recordings, such as Qur'anic recitations, classroom dialogues, and teacher-produced recordings, with digital media, they successfully diversified learning input. This hybrid approach not only addressed material scarcity but also maintained a cultural and religious connection to Arabic as the language of Islam.

In summary, while the implementation of TBLT in Arabic listening instruction faced logistical, technological, and pedagogical hurdles, these obstacles also served as opportunities for innovation. The lecturers' ability to blend modern digital tools with traditional teaching methods exemplifies a pragmatic and context-sensitive approach to language education in Islamic higher education institutions. Their experience reinforces the view that successful TBLT implementation depends not merely on resources, but on the teacher's adaptability, creativity, and reflective practice in tailoring tasks to the learners' needs and institutional realities.

Conclusion

The implementation of the Task-Based Language Teaching (TBLT) method in *istimā'* (Arabic listening) instruction at STAI Masjid Syuhada Yogyakarta proved to be an effective pedagogical approach for enhancing students' listening comprehension and communicative engagement. By emphasizing authentic tasks, collaborative learning, and the integration of digital media such as *Learning.Al-Jazeera.net* and *Suno.Ai*, TBLT successfully transformed the listening classroom into a more interactive, student-centered, and meaningful learning environment. Students not only improved their ability to comprehend spoken Arabic but also demonstrated greater motivation, confidence, and active participation during learning sessions.

However, the implementation process was not without challenges. Limited access to high-quality Arabic audio materials, differences in student proficiency, and time constraints occasionally hindered task completion. Nevertheless, lecturers' adaptive strategies—such as blending traditional and digital materials, scaffolding listening activities, and extending learning beyond the classroom proved effective in overcoming these barriers. Overall, TBLT offers a promising framework for revitalizing Arabic listening pedagogy in Indonesian Islamic higher education, aligning language learning with real-world communicative contexts and modern technological advancements.

The suggestions derived from this study emphasize several important aspects for improving the implementation of TBLT in Arabic listening instruction. **Enhancement of Learning Resources:** Institutions should develop a centralized repository of Arabic audio materials graded by difficulty to support consistent implementation of TBLT-based listening instruction. **Professional Development for Lecturers:** Regular workshops and training on TBLT design, task sequencing, and digital pedagogy are essential to strengthen teachers' methodological competence. **Technological Infrastructure:** Improving internet access and digital literacy among students is vital to ensure equitable participation in technology-assisted tasks. **Differentiated Instruction:** Lecturers should continue employing scaffolding and adaptive task design to accommodate varying proficiency levels among students. **Continuous Evaluation and Research:** Further studies are recommended to explore the long-term effects of TBLT on other Arabic language skills, such as *kalam* (speaking) and *kitabah* (writing), across different institutional contexts.

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