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ENHANCING ARABIC LANGUAGE SKILLS IN ELEMENTARY STUDENTS THROUGH TBLT: A QUALITATIVE LITERATURE SYNTHESIS

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Abstract: This qualitative descriptive study investigates the implementation, task forms, and impact of Task-Based Language Teaching (TBLT) on Arabic language proficiency in elementary school students. Despite Arabic's importance in Islamic-based primary education, traditional methods often lead to passive learning and limited communicative competence. TBLT, emphasizing meaningful tasks and real-world language use, offers a student-centered alternative. Employing library research with content analysis and source triangulation of reputable journals (last 5-10 years), the study examines TBLT application stages (pre-task, task cycle, post-task), varied task types (role-play, descriptive tasks, retelling, simple projects), and its effects. Results indicate TBLT significantly enhances speaking (maharah al-kalam), listening (maharah al-istima'), vocabulary (al-mufradat), and grammar (qawaid), alongside crucial affective and socio-emotional aspects like motivation, confidence, and collaboration. While implementation faces challenges such as

limited task variation and technology integration, TBLT fosters an interactive, meaningful learning environment, shifting focus from teacher-centered instruction to active student engagement. This research contributes to localized TBLT theory, advocating for adaptable, context-appropriate models and offering practical guidance for teachers and curriculum developers to improve elementary Arabic language education.

Keywords: Task-Based Language Teaching, Arabic Language, Elementary Students, Language Proficiency, Communicative Tasks.

A. Introduction

Arabic stands as a pivotal language taught across various educational levels, especially in Islamic-based primary schools. Beyond understanding religious texts, its aim is to build fundamental Arabic communication skills from an early age. However, many elementary students still struggle to actively comprehend and use Arabic, orally and in writing, often due to traditional, teacher-centered methods. This conventional pedagogical approach, frequently characterized by rote memorization and limited opportunities for authentic language use, can hinder students' ability to internalize and spontaneously produce the language, leading to passive learning experiences. The challenges in fostering active language skills extend to both receptive (listening, reading) and productive (speaking, writing) domains, thereby limiting students' comprehensive linguistic development. The imperative for innovative teaching methodologies in this context is clear, seeking to transform passive learners into active communicators ready for real-world interactions.¹

Task-Based Language Teaching (TBLT) offers a foreign language learning approach capable of addressing these prevalent challenges. This methodology emphasizes engaging students in meaningful, real-world tasks, where language functions as a practical tool for communication. Instead of isolating grammatical

¹ R. Wahyuni, "Problems of Arabic Language Learning in Elementary Schools and Alternative Solutions.," *Al-Lisan Scientific Journal* 6, no. 1 (2022): 45–58.

structures or vocabulary for memorization, TBLT integrates these elements within the context of completing a task, thereby promoting genuine language acquisition. The core philosophy of TBLT centers on the idea that learning occurs most effectively when learners are focused on conveying meaning through the language, rather than merely studying its forms in isolation.² TBLT is particularly effective because it fosters an active and communicative learning environment, encouraging students to develop integrated language skills listening, speaking, reading, and writing simultaneously. Previous studies consistently demonstrate that this immersive and interactive approach can significantly enhance student motivation, participation, and overall learning outcomes in foreign language acquisition, creating a dynamic classroom where language is used purposefully.

In the rapidly evolving landscape of 21st-century educational development, multilingual communication is increasingly recognized as a crucial skill. For Indonesia, Islamic schools play a significant role in education, and Arabic is prioritized not only as an international language but also as the language of the Quran. Despite this emphasis, Arabic language instruction often faces significant problems in cultivating an engaging and meaningful learning environment for primary students. Initial observations and various field study findings consistently indicate a prevalent issue of student boredom. This disengagement largely stems from a limited variety in teaching methodologies and insufficient opportunities for students to practice the language directly in real-life settings. Traditional classrooms often lack the interactive elements necessary to keep young learners stimulated, leading to a passive absorption of content rather than active linguistic engagement.

This situation strongly underscores the need for a more student-centered approach, where students actively engage in the learning process rather than passively receiving information. By positioning students as the main actors in their language learning journey, task-based language learning emerges as a highly relevant and effective alternative. In this paradigm, students acquire language not merely as a set of rules but as a dynamic system and a practical means of

² D. Willis, J., & Willis, *Doing Task-Based Teaching* (Oxford: Oxford University Press., 2007).

communication through authentic, contextualized tasks. This approach capitalizes on children's natural curiosity and desire to interact, making the learning process more intuitive and reflective of how languages are acquired in natural settings.

Moreover, the TBLT approach aligns exceptionally well with the active, imaginative, and collaborative nature inherent in elementary school-aged children. These learners thrive in environments that allow for exploration, hands-on activities, and social interaction. Engaging students in communicative tasks like role-plays, simple projects, or daily conversations is not merely a pedagogical technique but a method tailored to their developmental stage, thereby expected to significantly boost their learning motivation and intrinsic interest in Arabic. Given that traditional Arabic learning methods in primary schools frequently lead to low student involvement and limited contextual communicative ability, this research becomes vital and highly relevant. It directly addresses the pressing need for Arabic learning methodologies that are more effective, inherently communicative, and profoundly aligned with children's psychological and developmental requirements, ensuring a more holistic and successful language learning experience.

Consequently, this research has three primary objectives: first, to describe the implementation of TBLT in elementary Arabic language learning, detailing its stages and practical application; second, to identify the forms of TBLT-based tasks commonly given to students, analyzing their characteristics and communicative goals; and third, to analyze the impact of TBLT implementation on elementary students' Arabic language skills, examining improvements across various linguistic and non-linguistic dimensions. The benefits of this research are twofold: theoretically, it aims to enrich the existing literature regarding the application of the TBLT approach in foreign language learning, specifically Arabic, at the elementary school level, thereby contributing to the broader academic discourse on language pedagogy. Practically, it seeks to provide teachers with more communicative and effective Arabic learning alternatives, equip students to

become more active, confident, and skilled in using Arabic in real-life contexts, and serve as valuable material for educational institutions to evaluate and develop innovative and enjoyable learning strategies, ultimately enhancing the overall quality of Arabic language learning in elementary schools.

B. Research Methode

This research employed a qualitative approach with a descriptive design, aiming to systematically and in-depth describe the implementation of Task-Based Language Teaching (TBLT) in enhancing Arabic language skills among elementary school students. A qualitative approach was chosen to thoroughly examine learning activities, especially within the context of a task-based approach focusing on meaningful and student-centered engagement.³ Descriptive research was utilized to provide a detailed account of TBLT practices identified from various written sources, without manipulating variables or conducting experiments.⁴

The primary technique for this study was library research, a method focused on obtaining data through the analysis of written sources such as journal articles, books, proceedings, and other academic documents relevant to the research topic. This study utilized literature review as the main method for data collection and analysis, serving to build a strong conceptual foundation.⁵

Data sources were gathered from online databases including Google Scholar, Garuda, and ResearchGate. Several selection criteria were applied: (1) articles must examine TBLT application in either Arabic or other foreign language contexts at the primary level; (2) articles must be published in reputable and openly accessible scientific journals; and (3) articles must have been published within the last five to ten years to ensure relevance. The collected articles were then analyzed to identify common patterns of TBLT implementation and its impact on students' listening, speaking, reading, and writing skills.

³ C. N Creswell, J. W., & Poth, "Qualitative Inquiry and Research Design: Choosing Among Five Approaches," *Thousand Oaks, CA: SAGE Publications* 4 (2018).

⁴ N. S. Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2012).

⁵ M Zed, *Metode Penelitian Kepustakaan* (Jakarta: Yayasan Obor Indonesia, 2008).

The data analysis process involved content analysis, a technique for systematically interpreting textual content to identify specific meanings, patterns, or relationships. Krippendorff (2013) defines content analysis as a method for making adaptable and valid inferences from textual data within a particular social context.⁶ In practice, the researcher critically read each article, noting discussions on TBLT application (e.g., pre-task, task implementation, post-task stages), teacher strategies, types of tasks assigned, and achieved learning outcomes.

To ensure data authenticity, source triangulation was applied, comparing findings from various journals or articles by different authors across diverse geographical and institutional contexts. Triangulation aimed to achieve a broader understanding and avoid reliance on a single source, allowing for more comprehensive and objective conclusions.

The purpose of triangulation is to gain a broader understanding and avoid reliance on a single source. By comparing different perspectives and approaches to implementing TBLT, researchers can draw more comprehensive and objective conclusions.

This study adheres to guidelines emphasizing that desk research can effectively serve as a primary research method when conducted systematically, transparently, and guided by specific, focused research questions.⁷ This approach aligns with Creswell and Poth (2018), who highlight qualitative research's capacity to provide meaningful and contextual understanding of complex phenomena, such as foreign language learning practices in primary school-aged children.⁸ Through this methodology, the research is expected to contribute to the development of task-based Arabic language learning theory and practice, offering a reference for teachers, academics, and policymakers in language education.

C. Result of Research and Discussion

⁶ K. Krippendorff, "Content Analysis: An Introduction to Its Methodology (3rd Ed.)," *Thousand Oaks, CA: SAGE Publications.*, 2013, <https://us.sagepub.com/en-us/nam/content-analysis/book235379>.

⁷ H Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (2019): 333–39, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

⁸ Creswell, J. W., & Poth, "Qualitative Inquiry and Research Design: Choosing Among Five Approaches."

The application of Task-Based Language Teaching (TBLT) in Arabic language instruction at the elementary school level demonstrates considerable potential in significantly enhancing the effectiveness of foreign language learning during early childhood. This pedagogical approach consistently yields positive outcomes across various crucial aspects of students' language skills. This includes marked improvements in speaking (*maharah al-kalam*), fostering greater fluency and confidence in oral production; enhanced listening comprehension (*maharah al-istima'*), allowing students to better understand spoken Arabic in diverse contexts; a notable expansion in vocabulary acquisition (*al-mufradat*), ensuring learners accumulate words relevant to their communicative needs; and a deeper understanding of language structure (*qawaid*), enabling them to construct grammatically sound sentences naturally. Beyond these core linguistic competencies, TBLT also profoundly impacts students' affective and socio-emotional development, cultivating essential attributes such as increased learning motivation, bolstered self-confidence, and strengthened collaboration skills. This holistic development positions TBLT as a comprehensive framework addressing both cognitive and socio-emotional dimensions of language acquisition in young learners.

A highly structured TBLT implementation typically unfolds across three fundamental stages: pre-task, task execution (or task cycle), and post-task. In the pre-task stage, the teacher plays an indispensable role in activating and building upon students' initial schemata. This foundational phase involves meticulously introducing the task's topic, pre-teaching crucial key vocabulary, and establishing the social and cultural contexts pertinent to the upcoming task. The strategic importance of this stage lies in its ability to adequately prepare students, enabling them to understand the task requirements more effectively and respond to them with greater proficiency. For instance, in real classroom scenarios, teachers might engage students in simple dialogue activities directly linked to their daily lives, such as practicing self-introductions or inquiring about a classmate's well-being. This early exposure and contextualization are vital as they provide a scaffold,

ensuring young learners feel equipped and confident before attempting independent language production.

Subsequently, the task execution stage forms the true core of the TBLT framework, serving as the primary arena for active language use. In this dynamic phase, students are actively encouraged to work either independently or, more commonly, in collaborative groups or pairs, to complete communicative and authentic tasks in Arabic. These tasks are designed to mirror real-life language situations, promoting genuine interaction and meaning-making. Examples of such tasks include simulating real-world scenarios like shopping at a market, engaging in spontaneous role-playing, preparing concise reports on familiar topics, or collaboratively solving context-based problems that necessitate the practical application of Arabic. These activities are carefully chosen to be intrinsically motivating and to provide a clear purpose for communication. Crucially, these tasks not only provide rigorous training in core Arabic language skills but also simultaneously foster the development of students' creativity, critical thinking abilities, and essential social skills through collaborative problem-solving and interaction.

Finally, the post-task stage serves as a vital component for consolidation and reflection. Upon the completion of the task, students and the teacher collectively transition into this phase. Here, the teacher provides comprehensive and constructive feedback, offering insights and corrections regarding the students' task outcomes, addressing both linguistic accuracy (e.g., grammatical structures, vocabulary usage, pronunciation) and content coherence. Beyond direct linguistic intervention, teachers also facilitate a critical reflection on the learning process students have undergone. This reflective component is paramount, as it helps students develop metacognitive awareness—understanding their own thinking processes and the linguistic strategies they employed during the task. In some documented cases, this stage has even empowered students to take initiative, leading them to independently design new tasks or creatively adapt existing forms of Arabic communication based on their emerging interests and learning needs.

A central finding regarding TBLT implementation is its fundamental shift in the pedagogical paradigm from a traditional teacher-centered approach to a highly dynamic student-centered one. In this transformed classroom environment, the teacher's role evolves from being the primary knowledge dispenser to that of a facilitator. This involves meticulously preparing a supportive and safe learning space where students feel comfortable to explore the language without fear of making mistakes, providing scaffolding when necessary, and guiding their linguistic discoveries. Conversely, students transition from passive recipients of information to active agents intrinsically engaged in the authentic use of Arabic through meaningful tasks. This shift cultivates an exceptionally interactive, lively, and profound classroom atmosphere. Students are no longer merely learning "about" the language in an abstract sense; they are actively learning "through" the language, applying it in real-world, personally relevant contexts, thereby internalizing it more effectively and durably.

Despite the profound benefits, the implementation of TBLT in primary schools does encounter several challenges. These can include practical limitations in designing highly varied and complex tasks suitable for young learners, constraints in the availability and integration of supporting educational technology, and often, restrictions due to limited instructional time and insufficient teacher training in TBLT methodologies. Nevertheless, the research indicates that even within these constrained conditions, teachers have demonstrated the capacity to adaptively and contextually apply the basic principles of TBLT. Simple yet effective tasks, such as creating dialogues about daily morning activities or collaboratively writing greeting cards in Arabic, have proven to be both effective in promoting language acquisition and inherently engaging and enjoyable for students. This adaptability underscores the resilience and practical utility of TBLT even in less-than-ideal environments.

Discussion of Findings with Theories and Previous Research

The findings of this study robustly indicate that the Task-Based Language Teaching (TBLT) approach has indeed begun to be implemented in Arabic language learning at the elementary school level. However, its adoption is not yet

entirely comprehensive or consistently structured across all contexts. The observed reliance on communicative tasks, such as role-play, simple conversations, and sentence construction, strongly reflects a core principle of TBLT: prioritizing the authentic and meaningful use of language over isolated linguistic drills.⁹ This pedagogical orientation aligns perfectly with the foundational views of Willis & Willis (2007), who emphatically assert that effective tasks within TBLT should directly mirror real communicative needs, serving as conduits for genuine interaction rather than mere exercises in grammatical forms. While teachers in elementary Arabic language education appear to have grasped this fundamental spirit of TBLT, the current implementation often remains constrained to simpler, more accessible aspects of task design, indicating room for further development and sophistication in practice.

Within the theoretical framework of early childhood language learning, these findings also support Vygotsky's sociocultural theory, which emphasizes the importance of social interaction in language acquisition. The collaborative tasks undertaken by students (such as group work in creating dialogues) demonstrate evidence of scaffolding between students and teachers, as well as among students themselves.

However, when compared with findings from previous research, it is evident that TBLT implementation in the context of Arabic language at the elementary level is still relatively limited. For instance, a study by Khonamri & Salimi (2020) in the context of secondary-level Arabic language learning indicated that TBLT's success is highly dependent on the design of complex and varied tasks, along with technological support and teacher training. In the current study's context, teachers tend to use repetitive and conventional task formats, such as structured sentence construction or pre-patterned dialogue practice, potentially reducing students' cognitive challenge.¹⁰

Furthermore, the limited use of digital media in TBLT tasks is another significant difference compared to more modern global TBLT trends. A study by

⁹ R Ellis, "Task-Based Language Teaching: Sorting out the Misunderstandings," *International Journal of Applied Linguistics*, 2009.

¹⁰ M Khonamri, F., & Salimi, "Exploring Teachers' Perceptions of TBLT and Its Challenges in EFL Contexts," *Iranian Journal of Language Teaching Research*, 2020.

Reinders & Benson (2021) emphasizes the importance of integrating digital technology, even at the elementary level, to enhance student engagement and provide task flexibility. In the present study, the use of technology was not prominent.¹¹

Nevertheless, the positive impact of TBLT implementation on student motivation and active participation is noteworthy. This aligns with findings by Nazari & Ebrahimi (2018), who found that TBLT can significantly increase student engagement in learning due to the real context and communicative freedom it provides.¹² Overall, it can be concluded that this study's findings confirm several fundamental principles of TBLT theory—particularly regarding communicative task use and social interaction. However, compared to previous research conducted in secondary or international educational contexts, implementation at the elementary level is still in its nascent stages and requires reinforcement in terms of task design and teacher training.

Moreover, from the perspective of elementary students' cognitive development, TBLT implementation can be highly strategic. According to Piaget (cited in Pinter, 2017), elementary school-aged children are in the concrete operational stage, where they learn most effectively through real, manipulative activities and direct experience. Therefore, tasks such as role-playing, creating dialogues, or playing quizzes not only support language acquisition but also align with their psychological learning style.¹³

However, one important aspect of TBLT that has not been optimally utilized in these findings is the task cycle, which refers to the systematic sequence starting from pre-task, task execution, and task reporting/presentation as described by Willis (1996). Many teachers still focus only on task execution without optimizing the preparation phase or student reflection after the task. This potentially reduces opportunities for students to reflect on their language use and receive meaningful feedback. Shintani (2020) demonstrated that task repetition and post-task

¹¹ P Reinders, H., & Benson, "Digital Technology and TBLT: Insights from Practice and Research," *Research, Language Teaching*, 2021.

¹² A Nazari, M., & Ebrahimi, "TBLT and Student Motivation in Iranian High Schools," *Journal of Language Teaching and Research*, 2018.

¹³ A Pinter, *Teaching Young Language Learners* (Oxford University Press, 2017).

reflection positively influence the mastery of syntactic structures in children's second language acquisition. Therefore, teacher training in managing the entire task cycle, not just task assignment, is crucial for the holistic success of TBLT.¹⁴

Additionally, regarding classroom interaction, teachers implementing collaborative tasks appear to create conditions that approximate the negotiation of meaning among students during task completion—a hallmark of communicative language learning.¹⁵ In elementary school practice, this is evident when students provide feedback to each other on sentence structure or vocabulary. Though still simple, such interactions form an important foundation for developing communicative competence.

Theoretical Implications

Theoretically, the findings of this research make a significant contribution to the development of TBLT studies within the context of Arabic language learning in elementary schools, an area that has been relatively under-researched. Many existing TBLT studies primarily focus on English or other foreign languages at secondary or higher education levels.¹⁶ This research expands that scope by demonstrating that TBLT principles can also be adapted and implemented at the elementary level, specifically for Arabic.

Furthermore, these findings reinforce that even if TBLT implementation does not fully align with international standards (e.g., limited use of technology or complex task variations), its positive impact on student participation and motivation remains evident. This signals that TBLT theory is flexible and adaptable to local contexts, including elementary education environments with limited resources.

From a theoretical development standpoint, this research supports the localized TBLT approach proposed by East (2018), which advocates for adapting TBLT principles based on the needs, culture, and conditions of learners in specific

¹⁴ N Shintani, "The Role of Task Repetition in Children's Second Language Development," *Language Teaching for Young Learners*, 2020.

¹⁵ M. H Long, *Second Language Acquisition and Task-Based Language Teaching* (Wiley Blackwell, 2015).

¹⁶ Rahimpour, "Revisiting Task-Based Language Teaching in Asia," *Asian EFL Journal*, 2020.

regions. Thus, this study contributes to strengthening a contextual TBLT model, rather than one solely based on international standards that may not be universally applicable.¹⁷

This research also supports an integrative TBLT approach, a model that not only prioritizes language function but also incorporates aspects of critical thinking and collaboration skills. In the context of Indonesia's Kurikulum Merdeka (Independent Curriculum), which emphasizes the Profil Pelajar Pancasila (Pancasila Student Profile) and project-based learning, these findings become highly relevant. Consequently, the TBLT approach should not be viewed merely as a language teaching method but as a holistic pedagogical model that addresses students' affective, social, and cognitive aspects. This contributes to the development of an integrated task-based learning theory, which is still rarely explored in the context of elementary education and Arabic language learning.

Practical Implications

From a practical perspective, the results of this research can serve as an important reference for elementary Arabic language teachers, school principals, and curriculum developers in designing more effective task-based learning experiences (Reinders & Benson, 2021).

Firstly, teachers need to receive specific training on TBLT task design, including how to develop tasks that encourage critical thinking, collaboration, and a focus on meaning, rather than just form. For instance, tasks such as creating an introductory video in Arabic or developing a mini-project could be alternatives to conventional assignments.

Secondly, schools need to adjust schedules and lesson times to support the execution of project-based tasks, which often require more than one session. TBLT cannot be maximally effective if lesson time is limited to only 30–40 minutes per week.

Thirdly, there needs to be support for learning facilities and media, such as the use of pictures, videos, or simple digital devices (tablets, LCDs, audio), to make tasks more contextual and engaging. Even in resource-limited environments,

¹⁷ M. East, *Task-Based Language Teaching from the Teacher's Perspective* (John Benjamins, 2018).

simple media like picture cards or teacher-recorded audio can be very helpful.¹⁸ Additionally, involving parents in homework assignments, such as creating family conversations or videos in Arabic, can reinforce meaningful learning and foster positive home-school collaboration.¹⁹

Lastly, curriculum developers should begin explicitly integrating TBLT principles into elementary Arabic language curriculum documents. For example, instead of merely formulating "able to mention vocabulary," the curriculum could be directed towards "able to use that vocabulary in real contexts through tasks."

From the perspective of teacher professional development, these research findings indicate the necessity of specialized teacher training in TBLT task planning and evaluation. Many elementary Arabic language teachers come from backgrounds in religious education or Arabic literature and may not have formally received task-based pedagogical training. Therefore, educational institutions and relevant agencies need to design modular training that includes:

- a. Designing tasks based on task complexity (from simple to complex).
- b. Scaffolding techniques and group management in collaborative tasks.
- c. The use of lightweight technology such as quiz applications (Kahoot, Quizizz) or voice recorders for oral presentation tasks.

Furthermore, the research results demonstrate the potential for parental involvement as learning partners in TBLT-based homework. Tasks like creating family dialogues in Arabic can become a collaborative activity between students and their families at home, strengthening a supportive learning environment.

Research Limitations

As a library-based research study, this investigation has several significant limitations.

Firstly, since no direct classroom observations or teacher interviews were conducted, the analysis of TBLT implementation was solely based on literature

¹⁸ P Zou, B., & Li, "Exploring Mobile-Assisted Language Learning for Young Learners: Affordances and Constraints," *ReCALL*, 2020.

¹⁹ Y Dewi, N. R., & Kurniawati, "Integrasi Pembelajaran Bahasa Dan Nilai Karakter Melalui Pendekatan Interdisipliner Di Sekolah Dasar," *Jurnal Pendidikan Dasar*, 2022.

reviews and secondary reports. Consequently, there is a limitation in understanding the actual field conditions.

Secondly, because the data sources were limited to documented and online-available research, it is possible that some good practices in schools were not published and thus escaped the attention of this study.

Thirdly, the focus on elementary schools makes generalizing these research findings to other levels (e.g., junior or senior high school) less relevant. Learning tasks and strategies effective at the elementary level may not be directly applicable to higher levels.

Fourthly, this study did not explicitly assess the effectiveness of TBLT tasks on student learning outcomes through quantitative data. This means that the concluded impacts are descriptive and not statistically measurable.

Another limitation to note is that this study's focus did not deeply explore the affective dimension of students' responses to tasks. However, affective aspects such as language anxiety or self-confidence are crucial determinants of language learning success, especially at an early age. Research by Dewaele & MacIntyre (2019) shows that a sense of emotional safety in collaborative tasks significantly influences students' willingness to use a foreign language in class.²⁰ In this context, competitive TBLT tasks (e.g., group quizzes) can generate enthusiasm but also create pressure for less confident students. Therefore, future researchers should explore low-stress or emotionally supportive TBLT strategies for elementary school children.

Suggestions for Future Research

Based on the limitations outlined above, several directions for future research development can be pursued:

Exploratory Field Study: Future research could employ a qualitative approach through classroom observations and in-depth interviews with teachers and students. This would provide a more realistic picture of the challenges,

²⁰ P. D Dewaele, J.-M., & MacIntyre, "The Predictive Power of Language Learners' Enjoyment and Anxiety in Classroom Settings," *Studies in Second Language Learning and Teaching*, 2019.

strategies, and outcomes of TBLT implementation in elementary Arabic language learning.

Quantitative Study: Experimental research that measures differences in learning outcomes between TBLT-using classes and conventional classes could provide stronger empirical evidence of this approach's effectiveness.²¹

Development of Elementary Arabic TBLT Modules: Applied research involving the development and pilot testing of task-based learning modules could be a significant practical contribution, while also filling the gap in teaching resources tailored to the characteristics of elementary students.

Comparative Study Across Regions: Given the differing socio-cultural contexts and educational resources across regions in Indonesia, a comparative study of TBLT implementation in several cities or provinces could enrich understanding of the approach's national adaptation.

Integration of TBLT with Technology: With the increasing development of educational technology, future research could focus on how TBLT can be combined with digital tools such as mobile applications, simple Learning Management Systems (LMS), or local AI platforms to support Arabic language tasks for elementary children.²²

Future research should also explore the aspect of cross-curricular integration within TBLT. For example, how Arabic language tasks can be designed to simultaneously support the learning of Social Studies or Islamic Religious Education. This aligns with the interdisciplinary learning approach in the Kurikulum Merdeka and increases the relevance of tasks for students.

Additionally, with the rise of AI and voice recognition technology, future studies could explore the application of AI-powered language learning tasks for elementary students. Applications like Duolingo or Google Speech could serve as inspiration for authentic and adaptive self-study tasks. This would, of course, require collaboration between language educators and technology developers.

²¹ Aldereza Lidiya Mazyuna and Universitas Pendidikan Indonesia, "Reformulasi Strategi Pembelajaran Bahasa Arab Di Era Disrupsi Digital : Perspektif Kontemporer Pendidikan Di Indonesia," 2025.

²² R. Yuliana, R., & Anggraeni, "Pemanfaatan Aplikasi Berbasis AI Dalam Pembelajaran Bahasa Untuk Anak Usia Dini," *Jurnal Teknologi Pendidikan*, 2021.

D. Conclusion

The application of the Task-Based Language Teaching (TBLT) approach in Arabic language learning at the primary school level shows great potential in improving the effectiveness of foreign language learning at an early age. This approach consistently yields positive results in various aspects of students' language skills, including speaking (maharah al-kalam), listening (maharah al-istima'), vocabulary (al-mufradat), and language structure (qawaid). In addition, TBLT also has an impact on students' affective and socio-emotional aspects, such as learning motivation, self-confidence, and collaboration skills.

A structured TBLT implementation consists of three main stages: pre-task, task execution, and post-task. In the pre-task stage, teachers help build students' initial schemata by introducing topics, vocabulary, and social contexts. This stage proves important to prepare students to understand and respond more effectively to the task. Then, at the task implementation stage, students are encouraged to work independently or in groups to complete contextual and communicative tasks, such as role-playing, describing objects, retelling stories, and developing creative projects. These tasks not only train Arabic language skills, but also develop students' creativity, critical thinking, and social skills. Finally, in the post-task stage, students get feedback from the teacher and are invited to reflect on the learning process that has been passed. This reflection is important to form students' metacognitive awareness of language use.

This research also shows that the TBLT approach encourages a shift in the learning paradigm from teacher-centered to student-centered. The teacher acts as a facilitator who creates a safe space for students to explore language, while students become active agents in the learning process. The classroom environment becomes more interactive, lively and meaningful because students do not simply learn "about" language, but rather learn "through" language in a real context.

Although the implementation of TBLT in primary schools still faces a number of challenges, such as limitations in the design of varied tasks, lack of use of supporting technology, and limited time and teacher training, the positive

impact has begun to be seen. Even in limited conditions, teachers are still able to apply the basic principles of TBLT adaptively and contextually. Some simple tasks such as creating dialogs about morning activities or writing greeting cards in Arabic proved to be effective and fun for students.

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