



THE EFFECT OF TASK- BASED LEARNING ON STUDENTS' ARABIC WRITING SKILLS

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ABSTRACT

This thesis examines the impact of Task-Based Learning (TBL) on the Arabic writing skills of eighth-grade students at MTS DDI Mangempang in Maros Regency. The study aims to describe students' writing abilities, review how TBL is implemented, and determine its effect on learning outcomes. This study used a quantitative ex post facto design, the study involved 22 students and used questionnaires and tests for data collection. and data were collected through questionnaires and a writing test. The data were analyzed using descriptive analysis and a One-Sample t-test to examine differences in learning outcomes. Descriptive analysis was applied to interpret the results. Findings show that the average writing score reached 84.55, indicating generally strong performance. Students reported that TBL supported their improvement in constructing Arabic sentences and completing writing tasks. Regression analysis revealed a significant positive influence, A One-Sample t-test confirmed a meaningful difference between expected and actual post-test scores (p-value 0.000) Statistically significant improvement ($p < 0.05$), demonstrating that TBL enhances students' Arabic writing proficiency remains low and requires effective interventions. The study concludes that TBL has a significantly positive effect, though learners with lower scores need additional support. The findings highlight TBL's potential to strengthen instructional quality, foster active participation, and improve students' mastery of writing skills. It is recommended that educators apply TBL more broadly to enrich learning outcomes and provide effective opportunities for practice and engagement. This approach aligns with contemporary pedagogical principles that emphasize learner-centered instruction, meaningful tasks, and real communicative use of language. Future research may explore variations of TBL, compare its effectiveness across skill areas, and identify strategies that support diverse learners in mastering Arabic writing in authentic contexts and beyond.

Keywords: Method; task based learning; mahārah al-kitābah.

1. INTRODUCTION

Learning Learning is a systematic process of interaction between students, educators, and learning resources that takes place in an environment designed to achieve predetermined educational goals. Law Number 20 of 2003 concerning the National Education System defines learning as the process of interaction between students, educators, and learning resources in a learning environment. Successful learning depends not only on the educator's mastery of the

material but also on the appropriate selection of methods to ensure effective, efficient, and meaningful learning (Lestari & Haslan, 2025). The aim of learning *Mahārah al-kitābah* is to help students master writing the *hijai'iyah* letters in the correct form so that the writing can be easily understood by the reader, and to train students to write the *hijai'iyah* letters either in conjunction or separately (Uliyah & Isnawati, 2019).

In Arabic language learning, Writing skill (*maharah al-kitabah*) is the highest skill of the four language skills. Writing is an activity that has a relationship with thought processes and expression skills in the form of writing. Judging from the aspect of Arabic proficiency, writing can be said to be a very complex activity, because it requires the ability to organize and organize ideas coherently and logically, as well as the ability to present writing in a variety of written languages and different writing rules (Munawarah & Zulkifli, 2021). Writing skills are a crucial component that students must master. These skills include the ability to correctly write the *hijai'iyah* letters, understand letter shapes in various positions, and structure sentences and paragraphs appropriately. Mastery of *kitābah* is crucial because writing is a form of linguistic expression that demands precision, structural accuracy, and vocabulary mastery (Firdausiyah & Jannah, 2025). Furthermore, Arabic has distinct characteristics from Indonesian, necessitating appropriate learning strategies to ensure optimal writing skills.

The urgency of mastering Arabic is even stronger because it is the language of the Quran. Allah SWT says in QS. Al-Zuhruf/43:3, "Indeed, We have made the Quran a recitation in Arabic so that you may understand." This verse shows that mastering Arabic is key to understanding Islamic teachings. Allah also emphasizes the ease of learning Arabic, as He says in QS. Maryam/19:97: "So indeed, We have made it (the Quran) easy to read in your language (Muhammad)" (Rifaannudin, 2023)." According to Ibn Kathir, this ease is demonstrated through the clarity and fluency of the language so that humans can understand its meaning well. Thus, learning Arabic, including writing skills, is an important effort in understanding Islamic teachings in depth (Syafi'i, 2020).

Despite the growing body of research on Task-Based Learning (TBL), several gaps remain in its application to Arabic language education at the *Madrasah Tsanawiyah* (MTs) level. First, there is a lack of studies investigating TBL specifically in the MTs context, where students face unique challenges related to curriculum structure, learning resources, and classroom practices. Second, existing research has predominantly focused on general language skills or speaking (*Mahārah al-kalām*), leaving the impact of TBL on writing skills (*Mahārah al-kitābah*) largely unexplored. In Indonesia, most studies on TBL have examined oral proficiency and communicative activities, with very few addressing writing as a skill in its own right. This gap highlights the need for empirical research that evaluates whether TBL can effectively enhance Arabic writing proficiency among MTs students, providing evidence-based guidance for instructional strategies.

However, in practice, Arabic language learning at the *Madrasah Tsanawiyah* (Islamic junior high school) level still faces significant challenges. Preliminary observations and pre-test results at MTS DDI Mangempang revealed that approximately 45% of eighth-grade students did not meet the Minimum Competency Criteria (KKM) for Arabic writing skills, with frequent errors in letter forms, sentence structure, and vocabulary use. An interview with Ustadz Asdar, an Arabic teacher at MTS DDI Mangempang, further confirmed that many students struggle to express their ideas accurately in written Arabic due to limited vocabulary, insufficient writing practice, and suboptimal implementation of learning methods. These findings indicate a gap between curriculum expectations, which emphasize mastery of writing skills, and the actual writing abilities of the students.

One learning method considered relevant to addressing this problem is Task-Based Learning (TBL). Task-Based Learning (TBL) is a learner-centered approach that emphasizes meaningful use of language through real-life tasks rather than isolated practice (Willis, 1996). In this framework, students perform tasks that focus on communication and producing language to achieve an outcome, while attention to language form is addressed afterward. By engaging learners in authentic tasks, TBL promotes deeper involvement, motivation, and the development of integrated skills, making it a suitable approach for improving Mahārah al-kitābah (writing skills) in Arabic language learning (Willis, 2021). The implementation of the Task-Based Learning Model by teachers in Social Studies (IPS) learning for eighth-grade students falls into the very good category, with a score of 95. Furthermore, the Task-Based Learning Model has a significant effect ($F_{\text{calculated}} = 63.985$, significance = 0.000) on the communication skills of eighth-grade students in Social Studies learning. It also has a significant effect ($F_{\text{calculated}} = 49.581$, significance = 0.000) on the collaboration skills of eighth-grade students in Social Studies learning. Simultaneously, the Task-Based Learning Model has a significant effect ($F_{\text{calculated}} = 41.124$, significance = 0.000) on both the communication and collaboration skills of eighth-grade students in Social Studies learning (Sumardeni et al., 2023). TBL is a learning approach that emphasizes language use through completing meaningful tasks. This method is designed to encourage students to actively use Arabic in authentic contexts. In learning the Arabic language, Task-Based Learning can help students develop writing skills through a series of activities that require them to produce writing based on specific instructions and situations. Thus, Task-Based Learning not only develops general language skills but also improves writing skills in a more targeted manner.

Although TBL has been implemented in several educational institutions, its effectiveness in improving the Mahārah al-kitābah of eighth-grade students at MTS DDI Mangempang has not been scientifically measured. Several previous studies, such as those by Muhammad Dzikri Ma'ruf and Muhammad Ilyas, have shown that TBL has a positive influence on other language skills, such as speaking. However, no research has specifically assessed the effect of TBL on Arabic writing skills at MTS DDI Mangempang. Based on this research gap, the main research question is formulated as follows: "Does Task-Based Learning significantly improve the Arabic writing skills (Mahārah al-kitābah) of eighth-grade students at MTS DDI Mangempang

Therefore, this research is important to determine whether the implementation of the Task-Based Learning method has an impact on students' Arabic writing proficiency. The results are expected to provide a basis for selecting more effective learning methods and contribute to the development of more relevant Arabic language learning strategies tailored to students' needs.

2. METHODS

This study employed a quantitative ex post facto design, which examines the relationship between the implementation of Task-Based Learning (TBL) and students' Arabic writing skills after the learning had occurred. The researcher did not manipulate the learning process but analyzed the effect of TBL as naturally implemented in the classroom.

The population consisted of all 22 eighth-grade students at MTs DDI Mangempang. Saturated sampling was used, as all students met the participation criteria and were included in the study. A pedagogical approach was used to analyze the implementation of the Task Based Learning method in the learning process, while a psychological approach helped understand the responses, motivations, and characteristics of students during the implementation of writing

assignments given by the teacher. Both approaches provide a comprehensive analytical basis for assessing the effectiveness of the implementation of learning methods.

Data were collected through two instruments: a questionnaire 12 Likert-scale items measuring the extent of TBL implementation (Pre-Task, Task Cycle, Language Focus) (Sangarun, 2001). aimed at measuring the extent to which the method was implemented in the classroom. A Writing test: administered as a final essay test assessing students' ability to write Arabic, including copying text, completing texts, constructing sentences, and writing simple dialogues. Scoring was based on a rubric evaluating tarkib (sentence structure), imlā' (spelling), vocabulary, and coherence. The questionnaire and writing test were validated by two Arabic language education experts. Reliability of the writing test was ensured using interrater reliability, with a coefficient of 0.87, indicating high scoring consistency. Data analysis was conducted using descriptive statistics to describe students' writing skills and the implementation level of TBL. Additionally, a One-Sample t-test was used to determine whether the students' posttest scores significantly differed from the expected Minimum Competency Criteria (KKM), at a significance level of $\alpha = 0.05$.

TBL Implementation (as applied by teacher) → Observation & Questionnaire → Writing Test → Scoring → Descriptive Analysis & One-Sample t-test.

3. RESULTS AND DISCUSSION

A. Results

1. Overview of Research Location

Based on the data obtained from the administration, MTS DDI Mangempang is a Madrasah Tsanawiyah (MTs) located at Jl. Inspeksi Pam Poros Mangempang, Maros Regency, South Sulawesi Province. The form of education is MTs. Currently, MTs DDI Mangempang has accreditation with a C rating, based on Decree No. 104 / BAN-PDM / SK / 2024 issued in 2024. The condition of the land consists of a total land area of 802 m², which is divided into a building land area of 524 m² and a yard area of 278 m.

MTs DDI Mangempang was registered to start operating in 2012 under the auspices of the Al-Mushawwir DDI Mangempang Education Foundation with its chairman and founder, Dra. Siti Nahira. MTs DDI Mangempang has a vision of realizing students who are religious, disciplined, intelligent, and qualified in religious knowledge and general knowledge. Its mission is to prepare students with noble character, teach Islam according to the Manhaj Ahlusunnah Wal Jamaah, and make the nation's generation the heirs of the Prophet Muhammad in maintaining religious, national, and state relations.

MTs DDI Mangempang students are those who have passed the annual selection exam at the beginning of the school year, and some are transfer students from other schools of the same level in Maros Regency. Briefly, it can be explained that the number of teachers assigned to MTs DDI Mangempang is 16 people. The breakdown is 6 male teachers and 10 female teachers. Based on the data obtained, it is known that the number of teaching staff at this educational institution is 16, all of whom have diverse academic backgrounds and expertise. Each teacher holds a role as a subject teacher according to their educational qualifications and respective areas of competence. In terms of their final educational qualifications, the majority of teachers have completed higher education at the undergraduate level (S1), and there are several teachers who have completed postgraduate (S2). This reflects the institution's efforts to meet the qualification standards for teaching staff, especially in the context of improving the quality of education.

In terms of gender, the number of male and female teachers appears fairly balanced, although there is a slight predominance in one group. This distribution creates a positive dynamic in the interaction and learning process within the school environment. Each teacher is entrusted to teach various subjects, both general subjects such as Indonesian, Mathematics, Science, and Social Studies, as well as religious subjects such as the Qur'an and Hadith, Islamic Jurisprudence, Islamic Studies, and Aqidah and Akhlak. Teacher placement in each subject is based on relevant academic backgrounds, so that the teaching and learning process can run optimally and in accordance with the expected competency achievements.

2. Condition of MTs DDI Mangempang Facilities

It's undeniable that an effective teaching and learning process depends not only on the presence of students and competent teachers. Furthermore, the availability of adequate facilities and infrastructure also plays a crucial role in supporting smooth learning. This is also true at MTs DDI Mangempang, a formal educational institution equipped with several supporting facilities to improve the quality and outcomes of education. For more complete information on the facilities and infrastructure at MTs DDI Mangempang in Maros Regency. The facilities and infrastructure available at MTs DDI Mangempang include 3 classroom cabinets, 3 bookshelves, 17 teacher desks, 17 teacher chairs, 10 guest chairs, and 1 library cabinet of an unspecified number. In addition, there is 1 set of classroom desks and chairs, 95 student chairs, 95 student tables, 9 whiteboards, 20 religious kits, and 1 prayer room.

3. Overview of Mahārah al-kitābah Skills of Eighth Grade Students

To assess the level of Mahārah al-kitābah (writing skills) of eighth grade students at MTs DDI Mangempang, the researcher administered a final essay test. This test was administered after the task-based learning (TBL) method implemented by the Arabic language teacher in teaching and learning activities (Salihin, 2023).

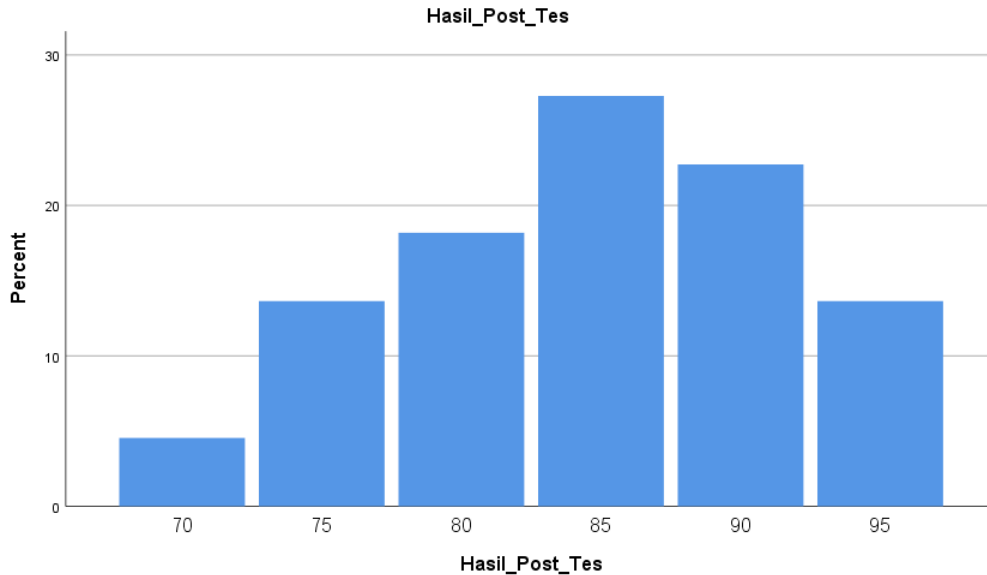
The purpose of this test was to evaluate student learning outcomes after participating in task-based learning, specifically in Arabic writing skills (Arifianto et al., 2021). A final essay post-test was administered after the TBL implementation to measure students' writing skills. The test was scored out of 100 using the following rubric:

Score Range		Category
90–100		Very Good
80–89		Good
70–79		Fair
<70		Poor

Variable	N	Min	Max	Mean	Std.Dev	Category
test Mahārah al-kitābah	22	70	95	84.55	7.06	Good

Interpretation: Most students achieved scores in the Good category (80–89), indicating satisfactory writing skills after TBL implementation. Only 4.5% scored below the minimum standard.

Value Frequency Bar Chart



Based on the results of the frequency distribution of Mahārah al-kitābah test scores, the majority of participants obtained good scores, with 50% of participants obtaining the Good category. In addition, 31.8% of participants obtained a Fair score, while 13.6% of participants received a Very Good score, and only 4.5% of participants received a D score. This indicates that most participants were in the fairly adequate score category, with a few participants receiving low scores. The cumulative percent showed that 63.6% of participants achieved a Good score or higher, and after including the Adequate category, 95.5% of participants were covered. Only 4.5% of participants scored below the expected standard.

Furthermore, the bar chart depicting the distribution of scores shows a fairly even pattern, with the highest score being around 85, followed by scores between 80 and 90. A decrease in percentages is seen between 70 and 95, indicating that very few participants scored at either end. Overall, the majority of participants performed well or fairly well on this test.

Based on the results of descriptive statistical analysis and frequency distribution, it can be concluded that the level of mastery of the Mahārah al-kitābah of eighth grade students at MTs DDI Mangempang is in the range of sufficient to good. The average score of students shows a tendency towards the good category, which indicates that most students have been able to construct sentences in Arabic coherently and structured. However, there are still a small number of students who have not reached the minimum competency standard, thus requiring more intensive intervention and guidance in the learning process.

4. Sub-Skill Analysis

Sub-Skill	Min	Max	Mean	Std. Dev	Category
Imlā' (letter accuracy)	15	20	18.2	1.5	Good
Tarkib/Naht (Sentence Structure)	14	19	17.1	1.4	Good
Vocabulary			16.5	1.3	Good
Coherence	12	17	15.8	1.5	Fair

Interpretation: Students performed best in Imlā', indicating strong mastery of letter formation. Coherence scored slightly lower, suggesting a need for additional guidance in organizing ideas into coherent paragraphs.

5. Overview of the Implementation of the Task Based Learning Method

A questionnaire with 12 Likert-scale items measured TBL implementation across three stages: Pre-task, Task Cycle, and Language Focus.

Stage	N	Min	Max	Mean	Std.Dev	Average per Item	Category
Pre-task	22	23	30	28.36	1.84	4.73	Very Good
Task Cycle	22	10	15	13.91	1.41	4.64	Very Good
Language Focus	22	9	13	11.68	1.32	3.89	Good

Interpretation: The teacher's planning and task implementation were rated very good, while evaluation and language focus were good, indicating room for improvement in providing corrective feedback on students' writing.

6. Inferential Statistics

6.1 Normality Test (Shapiro-Wilk)

Variable	Statistic	df	Sig.
TBL (X)	0.913	22	0.054
Mahārah al-kitābah (Y)	0.940	22	0.198

Interpretation: Both variables are normally distributed ($p > 0.05$), allowing parametric analysis.

6.2 Homogeneity of Variance (Levene's Test)

Test	Sig.
Based on Mean	0.353
Interpretation: Variances are homogeneous	($p > 0.05$).

6.3 One-Sample t-Test

Test Value	t	df	Sig. (2-tailed)	Mean Difference	95% CI Lower	95% CI Upper
75	6.345	21	0.000	9.545	6.42	12.67

Interpretation: Students' post-test scores were significantly higher than the expected score of 75 ($p < 0.001$) with a large effect size (Cohen's $d \approx 1.36$), indicating a substantial improvement in Mahārah al-kitābah after TBL.

7. Summary

The implementation of TBL had a positive and significant effect on eighth-grade students' Arabic writing skills at MTs DDI Mangempang. Most students scored in the Good category, with improvement observed across all sub-skills, particularly in letter accuracy (Imlā'). The results demonstrate that TBL is an effective instructional approach to enhance Mahārah al-kitābah in a junior high school Arabic learning context.

B. Discussion

1. The Ability of Mahārah al-kitābah among Students of MTS DDI Mangempang

The findings indicate that the eighth-grade students of MTs DDI Mangempang demonstrated a generally good level of Mahārah al-kitābah, as reflected by the mean score of 84.55, with scores ranging from 70 to 95. According to the scoring rubric, most students fell into the Good category, suggesting that they were able to construct Arabic sentences with acceptable accuracy, vocabulary use, and basic coherence. This result indicates that, at a general level, students have acquired foundational writing competencies expected at the Madrasah Tsanawiyah level.

However, the relatively high standard deviation ($SD = 7.056$) indicates noticeable variation among students' writing abilities. This variation implies that not all students benefited equally from the learning process. According to Ellis (Sugino et al., 2025), individual differences such as learners' prior linguistic knowledge, motivation, and learning strategies play a crucial role in determining learning outcomes in task-based instruction. In the context of this study, students with stronger vocabulary mastery and prior exposure to Arabic writing tasks appeared to perform better than those with limited language resources.

The sub-skill analysis further supports this interpretation. Students showed stronger performance in *imlā'* (letter accuracy) and *tarkīb/naḥṭ* (sentence structure), while coherence received comparatively lower scores. This pattern indicates that students were more successful in producing linguistically correct sentences than in organizing ideas into coherent texts. Nunan (2004) explains that writing development in a second or foreign language often progresses from form-focused accuracy to discourse-level competence, suggesting that coherence requires more extended practice and explicit instructional support (Rofi'i, 2020).

2. Pedagogical Effectiveness of Task- Based Learning in Teaching Mahārah al-kitābah

The positive perception of Task-Based Learning (TBL) among students reflects its pedagogical effectiveness in Arabic writing instruction. According to Willis (1996), TBL consists of three main stages—pre-task, task cycle, and language focus—which are designed to engage learners in meaningful language use before directing attention to linguistic form. The high

questionnaire scores in the pre-task and task cycle stages indicate that students benefited from clear task preparation and active involvement during task completion.

Pedagogically, TBL is effective because it positions learners as active participants rather than passive recipients of knowledge. During the task cycle, students were required to complete writing tasks collaboratively, negotiate meaning with peers, and express ideas in written form. This process aligns with Ellis's assertion that TBL promotes deeper cognitive processing by encouraging learners to focus on meaning first, which subsequently facilitates more meaningful form acquisition (Haryanti & Sirod, 2025).

Nevertheless, the relatively lower score in the language focus stage suggests that corrective feedback and explicit explanation of grammatical errors were not fully optimized. While TBL emphasizes fluency and meaning, Willis (1996) stresses that the language focus stage is essential for helping learners notice gaps between their interlanguage and the target language. Therefore, insufficient attention to this stage may limit the development of grammatical accuracy and coherence in students' writing.

3. Students' Behavior, Motivation, and Classroom Dynamics during TBL

Beyond test scores, the implementation of TBL influenced students' learning behavior and classroom dynamics. Students reported higher levels of motivation and engagement, as tasks were perceived as relevant to real-life contexts and allowed for collaboration. This finding supports Nunan's view that task-based writing encourages learner autonomy, creativity, and risk-taking, which are essential for developing writing skills (Pricilia et al., n.d.).

During task execution, students demonstrated increased participation, particularly in group and pair activities. They were more willing to attempt writing in Arabic without excessive fear of making mistakes. This behavioral change indicates a shift from form anxiety to communicative confidence, a key advantage of TBL in foreign language classrooms. Ellis (2003) notes that such affective benefits often contribute indirectly to improved language performance by reducing learners' anxiety and increasing their willingness to use the target language.

However, not all students showed the same level of engagement. Some students remained passive during group tasks and relied heavily on peers with higher proficiency. This suggests that while TBL promotes interaction, it does not automatically ensure equal participation among all learners, particularly those with lower confidence or limited language proficiency.

4. Limitations, Challenges, and Alternative Explanations

Despite the statistically significant improvement in students' writing scores, several limitations should be acknowledged. First, the study found that not all writing components improved equally. Coherence showed less improvement compared to mechanical aspects such as *imlā'* and sentence structure. This indicates that TBL alone may not be sufficient to develop higher-level writing skills without systematic scaffolding and explicit instruction in text organization.

Second, individual learner factors such as motivation, prior knowledge, and learning styles may have influenced the outcomes. Some students continued to achieve lower scores despite the implementation of TBL, suggesting the need for differentiated instruction or additional remedial support. Third, the study employed an *ex post facto* design with a single post-test, which limits causal interpretation. Future studies could adopt experimental or mixed-method designs to gain deeper insights into the learning process.

Overall, the implementation of the TBL method at MTs DDI Mangempang shows significant potential in improving students' *Mahārah al-kitābah* skills. The success recorded in the questionnaire and post-test indicates that this method has brought positive changes to students'

writing skills. However, to achieve optimal results, teachers need to be more intensive in providing correction and evaluation of language errors found in students' writing, so that TBL learning can have a greater impact in the long term.

5. The Effect of Implementing the Task-Based Learning (TBL) Method on Mahārah al-kitābah's Ability

Task-based learning is a language learning method that emphasizes completing tasks as the core of the learning process. In its application, students are asked to complete various tasks assigned by the teacher, either in groups or pairs (Ernawati, 2023). Based on the results of the analysis conducted, the implementation of the Task-Based Learning (TBL) method has a significant effect on the ability of Mahārah al-kitābah of class VIII students of MTs DDI Mangempang. The regression results show a TBL coefficient of 1.468, which means that every one unit increase in the application of TBL will increase the ability of Mahārah al-kitābah by 1.468 units. In addition, the p-value of 0.000, which is smaller than 0.05, indicates that the effect of TBL on students' Arabic writing ability is very significant statistically. This provides strong evidence that the TBL method is indeed effective in improving students' writing skills.

In addition to the regression analysis, a one-sample t-test also provided results supporting these findings. The students' mean post-test score was higher than the expected score (75), with a mean difference of 9.545 and a significant p-value (0.000). This indicates that the learning outcomes following the implementation of TBL were significantly better than the expected standard scores, providing a clear indication that this method successfully improved students' Arabic writing skills. The implementation of TBL, which is based on real-life tasks, allows students to be more engaged and apply what they learn in a more practical context.

However, despite the significant improvement, it is important to note the variation in student outcomes. Some students achieved high scores, while others scored lower, despite the consistent implementation of the TBL method. This indicates that other factors, such as student motivation, baseline understanding, or even differences in learning styles, also influence the outcomes. Therefore, although the TBL method has proven effective, to achieve more equitable results, a more personalized approach may be necessary to address individual differences in the learning process.

In summary, while Task-Based Learning proved effective in enhancing Mahārah al-kitābah at MTs DDI Mangempang, its effectiveness is influenced by pedagogical implementation, learner characteristics, and the balance between meaning-focused tasks and form-focused feedback. Strengthening the language focus stage and providing targeted support for lower-achieving students may further optimize the impact of TBL in Arabic writing instruction.

4. CONCLUSION

The results of this study indicate that the implementation of Task-Based Learning (TBL) significantly improved the Arabic writing ability (Mahārah al-kitābah) of eighth-grade students at MTs DDI Mangempang. Statistical analysis using a One-Sample t-test showed a significant increase in post-test scores compared to the expected score ($t = 6.345$, $df = 21$, $p < 0.001$), with a substantial effect size (Cohen's $d \approx 1.36$). The mean post-test score increased by 18.1 points, indicating that TBL had a meaningful pedagogical impact on students' writing skills. Despite these positive outcomes, several limitations should be acknowledged. The study involved a small sample ($N = 22$) and did not include a control group, limiting the generalizability of the findings. In addition, the intervention period was relatively short, and variations in individual student

motivation and baseline proficiency may have influenced results. Practically, these findings suggest that teachers should integrate TBL more systematically into the Arabic writing curriculum, provide regular corrective feedback, and design contextualized tasks to engage students actively. For future research, it is recommended to apply TBL with larger and more diverse samples, include control groups, and explore long-term effects on writing skills, motivation, and classroom dynamics.

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