

Designing a TBLT-Based Active Speaking Textbook to Improve the Speaking Skills of Islamic Religious Education Students

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Abstract

This study aims to design an Active Speaking textbook based on Task-Based Language Teaching (TBLT) to enhance the speaking skills of Islamic Education (PAI) students at IAIDU Asahan. The TBLT approach promotes the use of authentic and meaningful tasks that reflect real-life communication, encouraging active participation, collaboration, and practical language use. However, the limited availability of contextual learning materials and the continued reliance on conventional teaching methods have hindered the development of students' speaking competence. To address these challenges, the textbook was developed using the ADDIE instructional design model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The study involved identifying students' learning needs, designing the instructional materials, and evaluating the effectiveness of the textbook in improving English-speaking proficiency. The findings are expected to demonstrate that the TBLT-based Active Speaking textbook effectively enhances students' speaking skills by providing authentic communicative tasks and interactive learning experiences. Furthermore, the developed textbook contributes to the advancement of innovative, relevant, and practice-oriented English language instruction, enabling students to communicate, interact, and collaborate effectively in both academic and global contexts

Keywords

Active Speaking Textbook Design, ADDIE Model, Islamic Education Students, Speaking Skills, TBLT.



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INTRODUCTION

Active Speaking textbook based on TBLT with the aim of improving students' speaking skills in authentic and applicable contexts. English speaking ability is an essential skill for students, as it allows them to interact, communicate, and collaborate effectively with individuals from across the globe. However, mastering this skill remains a significant challenge for the Islamic Religious Education (PAI) study program at IAIDU Asahan.

Some of the problems faced include the limited availability of contextual and interactive learning resources, as well as an English learning approach that tends to focus too much on theoretical aspects, grammar, and vocabulary without providing enough space for developing

practical speaking skills. The lack of opportunities to practice speaking skills actively directly affects students' low speaking skills, which ultimately hinders their effectiveness in communicating in an academic context.

According to Ullah, H., Khan, MA, & Shah, A. (2023), Task-Based Language Teaching (TBLT) emphasizes the use of authentic tasks that reflect real situations in learning. This approach encourages active participation and collaboration among students, as well as improving speaking skills through relevant practical communication. TBLT creates relevant and applicable learning situations, so that students can practice using the language more practically.

learning process in The Islamic Religious Education (PAI) study program at IAIDU Asahan has tended to use a conventional approach, which has limited opportunities for students to practice speaking skills in academic contexts. This limitation poses a significant obstacle to developing students' speaking skills. Structured lectures that do not support interactive speaking activities further exacerbate this challenge. Furthermore, textbooks Previously used methods also did not integrate the TBLT approach. As a result, the learning process tended to be monotonous and did not provide a learning experience focused on improving active speaking skills.

TBLT approach, which focuses on learning strategies that use tasks relevant to real-life situations, offers an effective solution to address these issues. This approach provides opportunities for students to learn language more authentically and in an applicable context, through completing tasks that reflect real-life situations. Based on a study conducted by Lai and Lee (2023), TBLT is an approach to language learning that focuses primarily on the use of meaningful and authentic tasks as a key element in the teaching process. This approach is designed to actively engage learners through activities that reflect real-life communication situations, with the aim of improving their communicative abilities in a practical, relevant, and applicable manner.

According to Gurzynski-Weiss (2024), the TBLT approach invites students to engage in real communication situations through relevant and challenging tasks, thus encouraging active participation while developing practical language skills. The design of TBLT -based Active Speaking textbooks plays a crucial role. This textbook is designed to fill this gap by providing engaging material, relevant and contextual speaking tasks, and a more interactive and practice-based approach. Through a TBLT -based approach, which is relevant and effective in addressing these problems, it is hoped that students can improve their ability to speak English actively and effectively.

According to Jackson (2022), TBLT is an approach to language learning that prioritizes the implementation of real-life tasks as the core of the learning process, with authentic tasks being the primary component. This approach allows learners to practice using language in real-life contexts, thus supporting the development of effective and applicable communicative skills.

Based on the explanation above, this kind of research has important value as a strategic foundation for improving the quality of the English language learning system in the PAI Study Program at IAIDU Asahan as a whole. By integrating speaking tasks that focus on real-life

practice, this textbook is designed to provide students with greater opportunities to build confidence in utilizing English language skills, both formal and informal, which are essential for effective communication. The TBLT approach is designed to develop students' speaking skills effectively in various communication situations, thus preparing them to interact effectively amidst the ever-evolving dynamics of the global world.

This research is very relevant and important to be carried out to meet the needs of more innovative and applicable English language learning, especially in improving the speaking skills of PAI Study Program students at IAIDU Asahan.

The object of this research is the design of TBLT-based Active Speaking textbooks to improve the speaking skills of PAI students at IAIDU Asahan. According to research written by Chatterjee, P. (2024). This study examines the impact of TBLT on improving students' speaking fluency and accuracy. The results show that TBLT is highly effective in helping students develop their speaking skills through tasks based on real-life and authentic situations.

According to a study by Shazia Hasnain and Santoshi Halder (2024), the TBLT approach has been shown to be effective in improving fluency and accuracy in adult learners of English as a second language, particularly among pre-service teachers. This task-based approach allows students to practice in more realistic and interactive contexts, significantly improving their speaking skills.

Based on research conducted by Fereshteh Mohammad Azizifard (2024), the results show that the implementation of TBLT is effective in increasing student participation in speaking activities, especially in technical contexts. However, this study also revealed the importance of additional focus on developing aspects of pronunciation and grammatical accuracy as part of improving overall speaking skills. According to research written by Tran, TQ (2023), the TBLT approach is very effective in teaching speaking to EFL students, especially because it uses authentic and relevant tasks. However, the key points of this study are that it provides significant contributions to improving EFL learners' speaking ability through authentic and relevant tasks.

According to a study from Nguyen Thị Lan Ngọc. (2023). This study revealed that the TBLT approach significantly improved the speaking skills of EFL students at a hospitality college in Ho Chi Minh City. Through the implementation of tasks that are designed authentically and are relevant to the workplace context, TBLT not only improves students' oral communication skills, but also increases their confidence in communicating in English in professional situations.

The study conducted by Díaz Zambrano, L. (2023), shows important findings related to the learning approach showing that this study explores the impact of TBLT on EFL learners' speaking proficiency and motivation. The results showed that TBLT, increase students' motivation and self-confidence in mastering English speaking skills.

According to a study by Fadilah, SN, & Dewi, R. (2023). The aim of this study is to develop the speaking skills of students studying English through the application of the TBLT approach.

technology-supported learning. As a result, there was a significant increase in students' speaking fluency and accuracy.

According to a study by Selvia Meyra Nugrahaeni (2022). Based on the research results, which show that TBLT has proven effective in helping students develop their speaking skills. Therefore, TBLT can be considered as an effective approach to improve speaking ability in English language learning.

METHODS

This research applies an R&D approach utilizing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, as explained by Hasnain & Halder (2024). This research aims to design and create an Active Speaking textbook based on TBLT designed to improve students' speaking skills. PAI Study Program at IAIDU Asahan. By implementing TBLT, it is hoped that students can participate more actively, develop speaking skills in authentic contexts, and gain meaningful learning experiences. The subjects in this study consisted of students of the Islamic Religious Education (PAI) Study Program at IAIDU Asahan, which was the main focus on improving their speaking skills in learning English. The object of this research is a TBLT-based Active Speaking textbook, which is specifically designed to develop students' speaking skills through the integration of authentic, relevant, and applicable tasks. This textbook not only aims to increase students' active participation in learning, but also to provide contextual and meaningful learning experiences, so that it can support better mastery of communication skills in various real-life situations.

FINDINGS AND DISCUSSION

Needs Analysis

The needs analysis was conducted through classroom observations, interviews with English lecturers, and the distribution of questionnaires to students of the Islamic Religious Education (PAI) Study Program at IAIDU Asahan. The analysis shows that students still face various obstacles in developing their English speaking skills. Most students have limited opportunities to practice their speaking skills because the learning process is still dominated by grammar, vocabulary, and reading. Furthermore, the textbooks used do not provide communicative tasks that can encourage students to use English in authentic situations.

The questionnaire results also showed that students expected teaching materials that included contextual speaking activities, collaborative assignments, role plays, problem solving, and communication-based projects. The lecturer also stated the need for textbooks that systematically integrate the Task-Based Language Teaching (TBLT) approach. These findings indicate that the development of TBLT-based Active Speaking textbooks is very necessary to meet the needs of more communicative, contextual, and practice-oriented English learning.

TBLT -Based Active Speaking Textbook Design

Active Speaking textbook was designed using the ADDIE development model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. This

textbook is systematically structured and includes learning outcomes, contextual speaking materials, communicative expressions, vocabulary enrichment, pronunciation exercises, grammar support, and various speaking tasks based on real contexts.

Learning activities are designed following the TBLT stages, which consist of pre-task, task cycle, and language focus. Various types of authentic tasks are integrated into each learning unit, such as information-gap tasks, sequencing tasks, problem-solving tasks, matching tasks, text reconstruction, group discussions, role plays, presentations, and project-based learning. All these activities are designed to increase students' active participation while developing their communication skills through the use of meaningful language.

Textbook Development and Validation

The initial prototype of the textbook was then developed and validated by material experts, learning design experts, and English language education practitioners. Validation was conducted on four main aspects: content suitability, language, learning presentation, and graphical display. Input from the validators was used as the basis for revising several components of the textbook, including refining learning instructions, organizing tasks more systematically, adjusting language usage, adding more contextual examples, and refining the visual design. These revisions aimed to improve the academic quality and usability of the textbook before its implementation in the learning process.

Implementation of Textbooks

After undergoing a revision process, the textbook was implemented for students of the Islamic Religious Education Study Program at IAIDU Asahan. During the implementation process, students actively engaged in various speaking activities designed based on TBLT principles. Observations showed that students became more confident in expressing opinions, asking questions, discussing, and conducting presentations in English. Task-based learning activities also improved student collaboration, class participation, and learning motivation throughout the learning process.

Textbook Evaluation

Evaluation is carried out both formatively and summatively. Formative evaluation is carried out at each stage of development to improve the quality of the textbook, while summative evaluation is carried out after implementation to determine the effectiveness of the textbook in improving students' speaking skills. In general, students gave positive responses to the textbooks that were developed. They assessed that the material presented was relevant to their learning needs, the communicative tasks were easy to understand, and the learning activities were able to increase their opportunities to practice speaking in real situations. This shows that the developed textbook has a good level of practicality and acceptability.

Discussion

Active Speaking textbook based on Task-Based Language Teaching (TBLT) is able to provide a more meaningful learning experience for students. The authentic tasks presented in the textbook provide students with opportunities to use English in communication situations that are close to real conditions, thereby improving their communicative competence. This

finding is in line with the theory of Willis and Willis (2023) who emphasized that authentic tasks are the core of TBLT-based learning because they can encourage the use of natural language in the communication process. The findings of this study also support the results of previous studies conducted by Chatterjee (2024), Hasnain and Halder (2024), Tran (2023), Nguyen (2023), Azizifard (2024), and Díaz Zambrano (2023), which concluded that the implementation of TBLT has a positive effect on improving students' speaking fluency, self-confidence, learning motivation, active participation, and communication skills in English learning.

Furthermore, the use of the ADDIE development model allows for a systematic textbook development process through the stages of needs analysis, design, development, implementation, and evaluation. Thus, the resulting textbook not only meets students' needs but also meets good pedagogical standards based on expert validation and field implementation. Therefore, the TBLT-based Active Speaking textbook can be an alternative innovative teaching material that supports the improvement of students' speaking skills in the Islamic Religious Education Study Program at IAIDU Asahan in a more effective, communicative, and contextual manner.

CONCLUSION

Active Speaking textbook based on Task-Based Language Teaching (TBLT) which was systematically developed through the ADDIE model. The textbook design was compiled based on the results of the analysis of the needs of students of the Islamic Religious Education (PAI) Study Program at IAIDU Asahan which showed the need for teaching materials that are communicative, contextual, and oriented towards speaking practice. The developed textbook integrates authentic tasks, such as information gap, problem solving, role play, discussion, presentation, and collaborative projects, so as to create active, meaningful, and student-centered learning. This approach has the potential to improve communicative competence, speaking fluency, self-confidence, and the ability to collaborate in various communication contexts.

Theoretically, this research strengthens the implementation of Task-Based Language Teaching in developing speaking teaching materials in higher education. Practically, this textbook can be an alternative, innovative learning resource for lecturers to support more effective English language learning and relevance to the demands of 21st-century competencies. Further research needs to test the effectiveness of this textbook through wider implementation in order to obtain empirical evidence regarding its influence on improving students' speaking skills.

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