

## Enhancing Speaking Fluency: A Quasi-Experimental Study of TBLT-Based Vyond Animation in Arabic Speaking Classes

J. Nurhawani<sup>1</sup>; Syukran<sup>1</sup>; Pobri Rizky Yani<sup>1</sup>; Fahrurrazi<sup>2</sup>.

<sup>1</sup>UIN Sultanah Nahrasiyah Lhokseumawe, Indonesia,

<sup>2</sup>Universiti Pendidikan Sultan Idris, Malaysia.

### Abstract:

This study aims to examine the effectiveness of using Vyond animation media based on Task-Based Language Teaching (TBLT) on Arabic speaking skills (maharah kalam) at the higher education level. The primary challenge in contemporary Arabic language learning is the dominance of conventional methods, which leads to low student participation and high levels of speaking anxiety. This research employed a quasi-experimental design with a nonequivalent control group model. The sample consisted of 41 students, purposively divided into an experimental class ( $N=21$ ) and a control class ( $N=20$ ). Data were collected through structured oral tests validated using performance rubrics. Descriptive statistical analysis showed that the experimental class achieved a post-test mean score of 82.48, significantly higher than the control class, which obtained an average of 68.50. The hypothesis test via Independent Samples T-test yielded a *Sig. (2-tailed) value of  $0.000 < 0.05$*  with a *t-value of 7.188*, confirming a strong positive effect of the intervention. Furthermore, the mean *N-Gain score of 0.58 (58.3%)* placed this media in the *quite effective* category for enhancing students' communicative performance. These findings indicate that the integration of Vyond media with the TBLT approach successfully creates interactive visual contexts, reduces psychological barriers, and encourages more authentic language production. Pedagogically, this research recommends the use of digital animation media as an alternative strategy to enrich Arabic language teaching methodologies in the digital era.

**Keywords:** Vyond Animation; Task-Based Language Teaching; TBLT; Speaking Skills; Arabic Language.

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**Correspondence Author:**

J. Nurhawani

[jnurhawani@uinsuna.ac.id](mailto:jnurhawani@uinsuna.ac.id)



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## **Meningkatkan Kelancaran Berbicara: Studi Kuasi-Eksperimental tentang Animasi Vyond Berbasis TBLT dalam Kelas Berbicara Bahasa Arab**

**J. Nurhawani<sup>1</sup>; Syukran<sup>1</sup>; Pobri Rizky Yani<sup>1</sup>; Fahrurrazi<sup>2</sup>.**

<sup>1</sup>UIN Sultanah Nahrasyiah Lhokseumawe, Indonesia,

<sup>2</sup>Universiti Pendidikan Sultan Idris, Malaysia.

### **Abstrak:**

Penelitian ini bertujuan untuk menguji efektivitas penggunaan media animasi Vyond berbasis *Task-Based Language Teaching* (TBLT) terhadap keterampilan berbicara bahasa Arab (*maharah kalam*) pada tingkat pendidikan tinggi. Tantangan utama dalam pembelajaran bahasa Arab saat ini adalah dominasi metode konvensional yang menyebabkan rendahnya partisipasi aktif siswa serta tingginya tingkat kecemasan saat berkomunikasi secara lisan. Penelitian ini menggunakan desain eksperimen semu (*quasi-experimental*) dengan model *nonequivalent control group design*. Sampel penelitian terdiri dari 41 siswa yang terbagi secara purposif ke dalam kelas eksperimen (N=21) dan kelas kontrol (N=20). Data dikumpulkan melalui instrumen tes lisan terstruktur yang divalidasi menggunakan rubrik penilaian performa berbicara. Hasil analisis statistik deskriptif menunjukkan bahwa kelas eksperimen mencapai nilai rata-rata *post-test* sebesar 82,48, secara signifikan lebih tinggi dibandingkan kelas kontrol yang memperoleh rata-rata 68,50. Hasil uji hipotesis melalui *Independent Samples T-test* menunjukkan nilai Sig. (2-tailed) sebesar  $0,000 < 0,05$  dengan nilai t-hitung 7,188, yang mengonfirmasi adanya pengaruh positif yang kuat dari intervensi yang diberikan. Selain itu, perolehan rata-rata N-Gain score sebesar 0,58 (58,3%) menempatkan media ini dalam kategori cukup efektif untuk meningkatkan performa komunikatif siswa. Temuan ini mengindikasikan bahwa integrasi media Vyond dengan pendekatan TBLT mampu menciptakan konteks visual yang interaktif, mengurangi hambatan psikologis, dan mendorong produksi bahasa yang lebih autentik. Secara pedagogis, hasil penelitian ini merekomendasikan penggunaan media animasi digital sebagai strategi alternatif untuk memperkaya metodologi pengajaran bahasa Arab di era digital.

**Kata Kunci:** Animasi Vyond; TBLT; Keterampilan Berbicara; Bahasa Arab.

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## INTRODUCTION

Speaking skill (*maharah al-kalam*) is an individual's ability to express ideas, feelings, and information orally using language that is understandable to the interlocutor. This skill involves mastery of linguistic aspects, such as vocabulary, sentence structure, and pronunciation, as well as non-linguistic aspects, such as fluency, confidence, and the ability to adapt speech to the communication context (Tarigan, 2008).

In language learning, speaking skill is a productive skill that demands the learner's active ability to produce language directly. (Brown, 2007) explains that speaking skill is not only related to grammatical accuracy but also encompasses the ability to communicate effectively and meaningfully, which includes fluency, accuracy, and social appropriateness.

Arabic speaking skill (*maharah al-kalam*) is one of the core competencies that students must master in learning Arabic, particularly in the Arabic Language Education study program. This skill is not only related to the mastery of vocabulary and language structure but also encompasses fluency, pronunciation accuracy, and the ability to use the language communicatively in real contexts (Brown, 2007). However, in practice, *maharah al-kalam* remains the most difficult aspect for students to master. This finding is reinforced by recent studies indicating that speaking skills remain a major challenge in Arabic language learning and require more communicative instructional approaches (Rahman, 2025).

One of the main issues in speaking skills is the learner's limited vocabulary (*mufradāt*). Insufficient vocabulary causes students to struggle in expressing ideas orally, even if they understand the topic being discussed. This limitation often leads learners to switch to their native language or stop speaking altogether (Brown, 2007). Moreover, the low level of speaking proficiency is also influenced by the lack of communicative practice and the dominance of grammar-focused approaches in language learning (Rahman, 2025).

Many Arabic learners face difficulties in correctly applying sentence structures and the rules of *nahwu* (syntax) and *sharaf* (morphology) in oral communication. An excessive focus on grammatical accuracy often makes learners hesitant and afraid of making mistakes, thereby hindering fluency in speaking (Richards, 2006). Fluency is a crucial aspect of speaking skills. However, learners often speak with long pauses, repetitions, and hesitations. This is due to a thought process still focused on translation and language structure formation rather than spontaneously conveying meaning (Tarigan, 2008).

Affective factors such as fear of making mistakes, speaking anxiety, and lack of confidence are significant barriers in developing *maharah al-kalam* (speaking skill). Learners often feel anxious when required to speak in front of the class or interact with peers, which reduces their active participation in the learning process (Elaine K et al., 1986). Speaking skills are significantly influenced by the frequency and quality of language practice. The lack of an environment supportive of Arabic usage, both inside and outside the classroom, results in limited opportunities for speaking practice. Consequently, learners find it difficult to develop their speaking abilities naturally and sustainably (Ellis, 2003).

Another common issue found is the use of teaching methods that remain teacher-centered and emphasize memorization and written exercises. Such methods provide little opportunity for learners to practice speaking communicatively and contextually, resulting in speaking skills not developing



optimally (Willis & Willis, 2007). Numerous recent studies indicate that Task-Based Language Teaching (TBLT) is effective in enhancing learners' speaking skills, fluency, and communicative competence (Ellis, 2003; Long, 2015; Rahman, 2025; Zhang & Zou, 2022)

Task-Based Language Teaching (TBLT) is viewed as a relevant approach to address these issues. TBLT places communicative tasks at the core of language learning, where students use the target language to achieve specific goals meaningfully (Ellis, 2003; Willis & Willis, 2007). Through tasks based on real-world contexts, learners are encouraged to negotiate meaning, interact, and produce language naturally. Several studies indicate that TBLT is effective in enhancing the communicative competence of foreign language learners. However, in the context of Arabic language learning, the implementation of TBLT still faces challenges, particularly in providing engaging communication contexts that support active student involvement.

In learning Arabic, TBLT is highly relevant for improving speaking skills (maharah al-kalam). Through communicative tasks such as role-play, contextual dialogues, and problem-solving, students are encouraged to use Arabic actively and meaningfully. This approach helps address common issues in maharah al-kalam, such as low fluency, limited vocabulary, and speaking anxiety.

Alongside the development of educational technology, the utilization of digital media has become a strategic alternative to support communicative language learning. A number of recent studies indicate that video- and animation-based media can significantly enhance learners' motivation, their understanding of communicative contexts, and their overall language skills (Anbalahan & Abdul Aziz, 2024; Chen & Hsu, 2020; Wang, 2023).

One potential digital medium is Vyond animation software, which enables educators to present visual and audio-based conversational scenarios contextually. Animated media in Arabic language learning has also been shown to be effective in enhancing students' engagement and language proficiency, including speaking skills (Amrullah et al., 2024; Suryanata & Anwar, 2023). Furthermore, the development of multimodal animation-based media can facilitate the integration of visual and verbal elements, thereby promoting deeper language comprehension (Afandi et al., 2025).

Vyond is a web-based platform used to create 2D animated videos by integrating visual, audio, textual, and narrative elements in an integrated manner. Vyond allows educators to design instructional videos in the form of conversational scenarios, simulations of real-life situations, and representations of communication contexts visually and auditorily without requiring advanced animation skills. In the context of language learning, Vyond animation media serves as a tool for presenting authentic communicative situations, such as conversations in campus environments, markets, or other public spaces. Through customizable animated characters, varied settings, and audio-based dialogues, Vyond helps learners understand language use in meaningful contexts.

According to Dual Coding Theory, information presented through simultaneous verbal and visual channels is easier for learners to process and remember (Paivio, 1991). Aligned with this, the Multimedia Learning Theory states that learning is more effective when text, images, and audio are systematically integrated to reduce cognitive load and enhance understanding (Mayer, 2009).



Unlike conventional instructional videos or freely available YouTube conversation materials, Vyond animation in this study is not used merely to provide audiovisual exposure to the target language. Rather, its pedagogical value lies in its flexibility to develop customized communicative scenarios that are systematically aligned with the stages of Task-Based Language Teaching (TBLT). During the pre-task stage, the animation provides contextualized language input, introduces the topic, and activates students' prior knowledge through characters, settings, and dialogues designed according to the learning objectives. In the task-cycle stage, these scenarios serve as stimuli for communicative activities such as role-play, dialogue construction, information-gap tasks, and problem-solving, enabling students to move from receiving language input to actively producing and negotiating meaning. In the post-task stage, students present their task outcomes, receive feedback, and reflect on their language use, thereby establishing a continuous relationship among contextual input, communicative performance, feedback, and reflection (Ellis, 2003; Willis & Willis, 2007).

The distinctive pedagogical contribution of TBLT-based Vyond animation therefore lies not in animation alone, but in the integration of customizable audiovisual content with a structured task-based learning sequence. Although YouTube videos may provide authentic or semi-authentic language exposure, they are not necessarily designed to correspond directly to specific learning objectives, students' proficiency levels, task requirements, and the three stages of TBLT. Vyond, by contrast, allows lecturers to adapt characters, settings, dialogues, situations, and communicative prompts to create contextualized multimodal input that directly supports task performance. This integration transforms animation from a passive instructional resource into a stimulus for meaningful language production and communicative interaction. Such an approach is consistent with the principles of TBLT, which emphasize the use of language as a means of accomplishing meaningful communicative tasks (Ellis, 2003; Long, 2015; Willis & Willis, 2007), while also supporting the use of integrated visual and verbal information in language learning (Mayer, 2009; Paivio, 1991).

Most previous research has focused on English language learning or has only examined the use of digital media without a strong pedagogical foundation. Most previous studies have focused either on the use of digital media in isolation or on English language learning, leaving the integration of animated media and the TBLT approach in the context of Arabic language learning relatively underexplored. Therefore, there remains a research gap regarding the effectiveness of integrating task-based animation media in enhancing the *maharah al-kalam* of Arabic language students.

Based on the above explanation, this study aims to analyze the effectiveness of Vyond animation media based on Task-Based Language Teaching in improving students' Arabic speaking skills. This research is expected to provide a theoretical contribution to the development of Arabic language pedagogy studies and a practical contribution for lecturers in designing digital media-based learning with a communicative approach.

## METHOD

This study employs a quantitative approach. A quantitative approach means that this research uses numerical data to measure and compare the research results. In this context, the data analyzed are the Arabic speaking skill scores of students





obtained through tests (pre-test and post-test). The research results are analyzed using statistics to determine whether there is a significant difference between the groups studied (Creswell, 2018).

The design used is a quasi-experimental design, specifically a nonequivalent control group design (Creswell, 2018; Shadish, W. R. et al., 2002). This type of quasi-experimental design involves two groups:

- The experimental group, which receives the treatment, and
- The control group, which does not receive the treatment or receives conventional instruction.

Both groups are not randomly selected, meaning there may be initial differences between them. Therefore, before the treatment is administered, both groups are first given a pre-test to assess their initial ability. After the treatment, both groups are given a post-test to observe differences in learning outcomes.

This design was chosen to test the effectiveness of using Task-Based Language Teaching (TBLT)-based Vyond animation media on improving students' Arabic speaking skills (*maharah al-kalam*). The experimental group received instructional treatment using TBLT-based Vyond media, while the control group received conventional instruction without the use of animation media or a task-based approach.

This design is used to determine the influence or effectiveness of a treatment—in this case, Task-Based Language Teaching-based Vyond animation media—on Arabic speaking skills by comparing the pre-test and post-test results between the experimental group and the control group.

**Table 1:** Quasi-Experimental Research Design

| Group        | Pre-test | Treatment                | Post-test |
|--------------|----------|--------------------------|-----------|
| Experimental | ✓        | Vyond Media + TBLT       | ✓         |
| Control      | ✓        | Conventional Instruction | ✓         |

## Population and Sample

The population of this study consists of all second-semester students in the Arabic Language Education Study Program at UIN Sultanah Nahrasiyah Lhokseumawe for the 2025/2026 academic year. The sampling technique used is purposive sampling, taking into consideration the equivalence of academic characteristics among classes. Two existing classes were selected as research samples: one class as the experimental group 21 students and one class as the control group 20 students. the total research subjects 41 students.

## Research Variables

### ***Independent Variable***

Task-Based Language Teaching (TBLT)-based Vyond animation media refers to a learning approach that integrates animation media with communicative tasks such as role-playing, problem-solving, and information gap activities.

### ***Dependent Variable***

Arabic speaking skill (*maharah al-kalam*), operationalized as the students' ability to convey ideas orally in Arabic, measured through aspects of fluency,



vocabulary, structural accuracy, pronunciation, and communicative meaningfulness.

### Instruments and Data Collection

The main instrument of this research is an oral speaking skill test administered in the form of a pre-test and post-test. The speaking test is designed based on communicative tasks representing real-life situations aligned with the learning materials (Bachman, L. F. & Palmer, 2010; Brown, H. D. & Abeywickrama, 2010).

The assessment of students' speaking skills uses a *maharah al-kalam* (speaking proficiency) scoring rubric that covers five aspects: fluency, vocabulary, structural accuracy, pronunciation, and communicative meaningfulness (Fulcher & Davidson, 2007; Luoma, 2005). Content validity of the instrument was tested through expert judgment by lecturers specializing in Arabic language teaching (Polit et al., 2007; Stephen N et al., 1995). To ensure the reliability assessment, the reasblity coefficient was calculated using Cronbach's Alpha (Cronbach, 1951). The results of the instrument validity and reliability analyses are presented:

**Table 2:** Instrument Validity Test Results

| Item | r-count | r-table | Result |
|------|---------|---------|--------|
| X1   | 0,535   | 0,308   | Valid  |
| X2   | 0,474   | 0,308   | Valid  |
| X3   | 0,557   | 0,308   | Valid  |
| X4   | 0,401   | 0,308   | Valid  |
| X5   | 0,532   | 0,308   | Valid  |
| X6   | 0,612   | 0,308   | Valid  |
| X7   | 0,542   | 0,308   | Valid  |
| X8   | 0,548   | 0,308   | Valid  |
| X9   | 0,610   | 0,308   | Valid  |
| X10  | 0,438   | 0,308   | Valid  |
| X11  | 0,630   | 0,308   | Valid  |
| X12  | 0,407   | 0,308   | Valid  |
| X13  | 0,500   | 0,308   | Valid  |
| X14  | 0,466   | 0,308   | Valid  |
| X15  | 0,380   | 0,308   | Valid  |

Based on the results of the instrument validity test with a total of 41 respondents, the r-table value at the 5% significance level ( $\alpha = 0.05$ ) was 0.308. The analysis revealed that all questionnaire items (X1–X15) had r-count values greater than the r-table value, and all significance (Sig.) values were less than 0.05. The item-total correlation coefficients ranged from 0.380 to 0.630, with the highest correlation observed for Item X11 ( $r = 0.630$ ) and the lowest for Item X15 ( $r =$



0.380). Therefore, all questionnaire items were declared valid and considered appropriate for use as research instruments, as they satisfied the validity criteria and were capable of accurately measuring the intended research variable.

**Table 3:** Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .787             | 15         |

After conducting the reliability test using the Cronbach's Alpha method, the researcher obtained a reliability coefficient of 0.787. A research instrument is considered reliable if its reliability coefficient is greater than or equal to 0.70 ( $\alpha \geq 0.70$ ). Based on the analysis, the obtained Cronbach's Alpha value of 0.787 exceeds the minimum acceptable threshold of 0.70, indicating that the research instrument satisfies the reliability criterion. Therefore, it can be concluded that the research instrument, consisting of 15 questionnaire items, is highly reliable, demonstrating good internal consistency. This finding indicates that the instrument is capable of producing consistent, stable, and dependable measurements, making it appropriate for data collection in this study.

### Research Procedures

The research was conducted over three instructional sessions, with each session lasting  $2 \times 50$  minutes (100 minutes), resulting in a total intervention time of 300 minutes. The intervention followed the Task-Based Language Teaching (TBLT) learning stages as follows (Ellis, 2003; Willis & Willis, 2007):

#### *Pre-task stage*

Students were introduced to the learning objectives and observed an Arabic conversation animation video created using Vyond as a prompt for the communication context.

#### *Task cycle stage*

Students carried out communicative tasks, such as role-playing, dialogue construction, and problem-solving based on the scenarios presented in the Vyond animation. **These task-cycle activities were conducted over three instructional meetings**, providing students with repeated opportunities to practice Arabic speaking through meaningful communicative tasks, negotiate meaning with their peers, and receive feedback on their language performance.

#### *Post-task stage*

Students orally presented the results of their tasks, received feedback, and reflected on their language use.

The control group implemented learning using conventional methods, such as material explanations, textbook dialogue exercises, and vocabulary memorization.

### Data Analysis Techniques

The research data were analyzed using the Statistical Package for the Social Sciences (SPSS) software (Field, 2018). Descriptive analysis was used to determine the mean and standard deviation of students' speaking test results. Before





hypothesis testing, the data were tested for normality and homogeneity (Tabachnick & Fidell, 2019). Subsequently, the effectiveness of the treatment was analyzed using a paired sample t-test to examine improvement within each group and an independent sample t-test to compare post-test results between the experimental and control groups (Pallant, 2020).

## RESULTS AND DISCUSSION

This section presents the research findings on the effectiveness of Task-Based Language Teaching (TBLT)-based Vyond animation media on students' Arabic speaking skills. Data were obtained from the pre-test and post-test results of speaking skills in the experimental and control groups.

### Descriptive Statistics

**Table 4:** Descriptive Statistics of Pre-test and Post-test Scores

| Group Statistics |                   |    |       |                |                 |
|------------------|-------------------|----|-------|----------------|-----------------|
|                  | Group             | N  | Mean  | Std. Deviation | Std. Error Mean |
| Result           | Eksperiment Group | 21 | 82.48 | 5.845          | 1.275           |
|                  | Control Group     | 20 | 68.50 | 6.597          | 1.475           |

The table above provides a summary of the students' Arabic speaking performance after the instructional treatment. The Experimental Class (N=21), which utilized Vyond animation media based on Task-Based Language Teaching (TBLT), achieved a significantly higher mean score of 82.48. In contrast, the Control Class (N=20), taught using conventional methods, obtained a lower mean score of 68.50.

### Prerequisite Test Results

Before analyzing the hypothesis, normality and homogeneity tests were conducted:

#### Normality Test Results

The normality test was conducted to ensure that the data from both the experimental and control groups were normally distributed. The results of the Shapiro-Wilk test are presented in the table below:

**Table 5:** Shapiro-Wilk Normality Test Results

| Tests of Normality |                       |                                 |    |       |              |    |      |
|--------------------|-----------------------|---------------------------------|----|-------|--------------|----|------|
| Group              |                       | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                    |                       | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Result             | Pre-test Experimental | .130                            | 21 | .200* | .967         | 21 | .673 |



|                                                    |                         |      |    |       |      |    |      |
|----------------------------------------------------|-------------------------|------|----|-------|------|----|------|
|                                                    | Post-test Eksperimental | .202 | 21 | .025  | .942 | 21 | .242 |
|                                                    | Pre-test Control        | .150 | 20 | .200* | .946 | 20 | .308 |
|                                                    | Post-test Control       | .198 | 20 | .039  | .935 | 20 | .196 |
| *. This is a lower bound of the true significance. |                         |      |    |       |      |    |      |
| a. Lilliefors Significance Correction              |                         |      |    |       |      |    |      |

The criteria for the normality test stipulate that if the significance value (Sig.) is greater than 0.05, the data is normally distributed. Based on the Shapiro-Wilk results in the table above, the pre-test experimental group obtained a Sig. value of 0.673 ( $> 0.05$ ) and the post-test experimental group obtained a Sig. value of 0.242 ( $> 0.05$ ). Similarly, the pre-test control group obtained a Sig. value of 0.308 ( $> 0.05$ ) while the post-test control group obtained a Sig. value of 0.196 ( $> 0.05$ ). In conclusion, since all significance values for both groups in the pre-test and post-test are greater than 0.05, it can be stated that the data in this study are normally distributed.

### Homogeneity Test Results

After confirming the normality of the data, a homogeneity test was performed using Levene's Test to determine whether the two groups had equal variances. The results are as follows:

**Table 6:** Levene's Test of Homogeneity (Post-test)

| Test of Homogeneity of Variance |                                      |                  |     |        |      |
|---------------------------------|--------------------------------------|------------------|-----|--------|------|
|                                 |                                      | Levene Statistic | df1 | df2    | Sig. |
| Result                          | Based on Mean                        | 1.321            | 1   | 39     | .257 |
|                                 | Based on Median                      | .798             | 1   | 39     | .377 |
|                                 | Based on Median and with adjusted df | .798             | 1   | 38.957 | .377 |
|                                 | Based on trimmed mean                | 1.470            | 1   | 39     | .233 |

The criteria for the homogeneity of variance test stipulate that if the significance value (Sig.) is greater than 0.05, the variances are considered equal or homogeneous. Based on the Test of Homogeneity of Variance table above, the Levene Statistic based on the mean is 1.321 with a significance value (Sig.) of 0.257. Since the significance value is greater than 0.05 ( $0.257 > 0.05$ ), it can be concluded that the variance of the data between the experimental and control groups is homogeneous.

### Hypothesis Testing

The hypothesis test was conducted to determine whether there is a significant effect of using Vyond animation media based on Task-Based Language Teaching (TBLT) on students' Arabic speaking skills. This analysis utilized the **Independent Samples T-Test** on the post-test scores of both the experimental and control groups.



**Table 7:** Independent Samples T-Test Results (Post-test)

| Independent Samples Test |                             |                                         |      |                              |        |                 |                 |                       |                                           |        |
|--------------------------|-----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |        |
|                          |                             |                                         | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                          |                             |                                         |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Result                   | Equal variances assumed     | 1.321                                   | .257 | 7.188                        | 39     | .000            | 13.976          | 1.944                 | 10.044                                    | 17.909 |
|                          | Equal variances not assumed |                                         |      | 7.167                        | 37.902 | .000            | 13.976          | 1.950                 | 10.028                                    | 17.924 |

The Independent Samples T-test results reveal a Sig. (2-tailed) value of 0.000, which is lower than the 0.05 significance level ( $0.000 < 0.05$ ). According to the statistical decision-making criteria, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted, indicating a significant difference in Arabic speaking skills between the experimental and control groups. Furthermore, the obtained t-value of 7.188 is considerably higher than the t-table, proving that the implementation of Vyond animation media based on Task-Based Language Teaching (TBLT) has a remarkably strong positive effect on improving students' learning outcomes compared to conventional methods.

### N-Gain Score Analysis

**Table 8:** Results of N-Gain Score Analysis

| Group        | N  | Mean N-Gain Score | N-Gain Percentage (%) | N-Gain Category | Effectiveness Level |
|--------------|----|-------------------|-----------------------|-----------------|---------------------|
| Experimental | 21 | 00.58             | 58.3%                 | Medium          | Quite Effective     |
| Control      | 20 | 00.21             | 21.1%                 | Low             | Ineffective         |

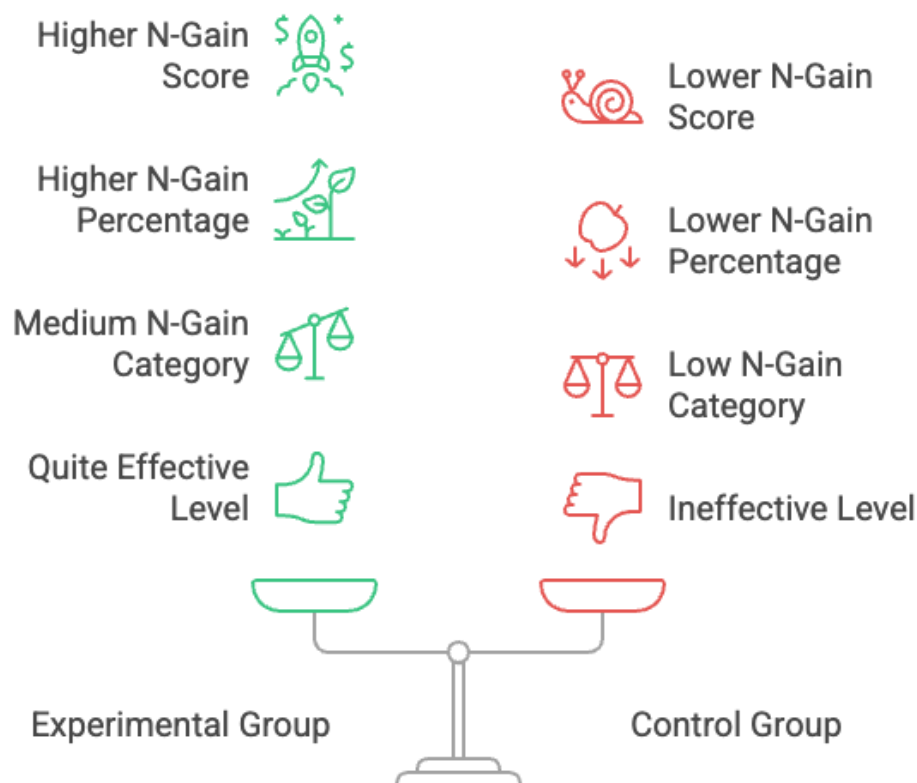
The N-Gain score analysis was conducted to determine the improvement in students' Arabic speaking skills after the intervention. Based on Table 4, the results are as follows: The group taught using TBLT-based Vyond animation media achieved a mean N-Gain score of 0.58, which falls into the "Medium" category. The effectiveness percentage for this group reached 58.3%, classified as "Quite Effective." This suggests that the intervention provided a stable and significant improvement in students' oral proficiency.



The group taught using conventional methods obtained a significantly lower mean N-Gain score of 0.21, categorized as "Low." The effectiveness percentage was only 21.1%, which is interpreted as "Ineffective." This indicates that traditional pedagogical approaches were less successful in driving substantial growth in speaking skills compared to the experimental treatment.

In conclusion, the N-Gain data confirms that the implementation of Vyond animation media integrated with the TBLT framework is substantially more effective in enhancing students' *maharah kalam* than conventional teaching methods.

**Figure 1: Experimental Group Shows Higher Effectiveness**



### Discussion and Analysis

The findings of this study indicate that Task-Based Language Teaching (TBLT)-based Vyond animation media significantly improves students' Arabic speaking skills. The greater improvement in the experimental group demonstrates that the integration of communicative tasks with animated visual media can create a more meaningful and contextual learning environment. This is empirically evidenced by the experimental group's post-test mean score of 82.48, which represents a substantial increase of 24.34 points from their initial pre-test score of 58.14.

Although the intervention was implemented over only three instructional sessions, the results indicate that the treatment was sufficiently intensive to produce a positive effect on students' Arabic speaking skills. Each instructional session lasted  $2 \times 50$  minutes, resulting in a total of 300 minutes of intensive instruction. Furthermore, every meeting implemented the complete Task-Based Language Teaching (TBLT) cycle, including the pre-task, task cycle, and post-task



stages. Throughout these stages, students actively participated in observing animation-based dialogues, role-playing, collaborative problem-solving, oral presentations, and teacher feedback. Consequently, learners received repeated opportunities to practice meaningful communication in authentic contexts. Therefore, the positive learning outcomes observed in this study can be attributed not merely to the number of instructional sessions but also to the intensity, quality, and systematic implementation of communicative learning activities. This finding is consistent with previous research by (Hakim et al., 2021), which reported that students' speaking achievement significantly improved after the implementation of Task-Based Language Teaching across three treatment sessions, suggesting that well-structured and intensive task-based instruction can produce measurable gains in speaking performance even within a relatively short intervention period.

These findings are consistent with the core principle of Task-Based Language Teaching, which emphasizes language use as a tool for meaningful communication through authentic tasks rather than the isolated practice of linguistic forms (Ellis, 2003; Willis & Willis, 2007). Tasks based on animated scenarios encourage students to interact, negotiate meaning, and actively produce Arabic, thereby enhancing fluency and communicative meaningfulness. Through repeated engagement in meaningful communicative tasks, learners receive more opportunities to practice spontaneous language production and develop greater confidence in speaking.

Furthermore, the use of Vyond animation media supports Dual Coding Theory, which posits that integrating visual and verbal information can strengthen cognitive processing and learner retention (Paivio, 1991). This is also consistent with Multimedia Learning Theory, which asserts that learning is more effective when text, images, and audio are presented in an integrated manner (Mayer, 2009). The visualization of communicative situations through animation helps students understand speech contexts and reduces cognitive load while speaking.

Compared to conventional instruction, which tends to focus on textual dialogue exercises, TBLT-based Vyond media provides a more interactive and communicative learning experience. While the control group only achieved a post-test mean of 68.50, the experimental group's superior performance is statistically confirmed by the independent sample t-test result ( $p = 0.000 < 0.05$ ). These findings reinforce previous research suggesting that digital media and task-based approaches can enhance the motivation and speaking performance of foreign language learners, particularly in a higher education context.

### Limitations

Several limitations should be acknowledged when interpreting the results of this study. First, this research adopted a quasi-experimental design involving intact classes rather than randomly assigning participants to the experimental and control groups. As a result, although students in the experimental group achieved significantly higher post-test scores than those in the control group, the observed improvement should not be interpreted as being exclusively attributable to the use of Vyond animation media. Other contextual factors, including differences in classroom characteristics, interaction patterns, students' motivation and learning readiness, as well as teacher-related influences, may also have contributed to the learning outcomes. Accordingly, the findings are more appropriately understood as reflecting the effectiveness of a Vyond-supported Task-Based Language Teaching (TBLT) intervention implemented within the specific instructional context of this





study, rather than demonstrating the independent effect of the instructional media alone.

In addition, although both groups received comparable learning objectives, instructional content, teaching duration, and assessment procedures, it is difficult to control every contextual variable in authentic classroom settings. Therefore, caution should be exercised when generalizing these findings beyond the present study, particularly given the relatively small sample size ( $N = 41$ ), the single institution setting, and the short duration of the intervention. Future research should seek to replicate the study using larger and more diverse samples, multiple educational institutions, longer intervention periods, and randomized controlled designs involving different instructors. Such improvements would help minimize potential confounding factors, enhance the robustness of the findings, and provide stronger evidence regarding the generalizability of Vyond-supported TBLT for improving Arabic speaking proficiency.

## CONCLUSION

This study concludes that the use of Task-Based Language Teaching (TBLT)-based Vyond animation media has proven effective in improving students' Arabic speaking skills (*maharah al-kalam*). The research results demonstrate a significant improvement in speaking ability in the experimental group compared to the control group, as reflected by the post-test mean score of 82.48 in the experimental group, which is substantially higher than the control group's mean of 68.50. Statistical test results further confirm this effectiveness with a p-value of 0.000 ( $p < 0.05$ ) and an N-Gain score of 0.58, indicating that the improvement in the experimental group was significantly more robust.

The effectiveness of this instructional approach indicates that integrating communicative tasks with animation media can create a more meaningful learning context and encourage students to use Arabic actively. The experimental group showed a remarkable score increase of 24.34 points, proving that the combination of visual and verbal elements can enhance comprehension and oral language performance. This finding supports the core principle of TBLT, which emphasizes using language as a communication tool, while also reinforcing Dual Coding Theory and Multimedia Learning Theory.

Theoretically, this study contributes to the growing body of research on Arabic language pedagogy by providing empirical evidence regarding the integration of Task-Based Language Teaching (TBLT) with customized digital animation media. The findings suggest that embedding Vyond animation within a structured TBLT framework can facilitate contextualized language input and meaningful communicative practice for Arabic speaking instruction.

From a practical perspective, the findings indicate that TBLT-based Vyond animation may serve as a promising instructional alternative for teaching Arabic speaking skills in higher education. In the present study, the intervention demonstrated an effectiveness level of 58.3%, suggesting its potential to support students' speaking development within the instructional context investigated.

However, these findings should be interpreted with caution. The study involved a relatively small sample ( $N = 41$ ) drawn from a single higher education institution and employed a quasi-experimental design with a short intervention period. Consequently, the results should not be generalized to all Arabic language learning contexts or interpreted as evidence that the observed improvement was



exclusively attributable to the instructional media. Other contextual factors, including class characteristics, instructional dynamics, and teacher-related variables, may also have influenced the learning outcomes.

Future research is therefore encouraged to replicate this study with larger and more diverse samples across multiple institutions, implement longer intervention periods, involve multiple instructors, and, where feasible, employ randomized experimental designs. Such studies would provide stronger evidence regarding the generalizability, robustness, and long-term effectiveness of Vyond-supported TBLT for developing Arabic speaking proficiency.



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