

## PROJECT-BASED LEARNING MODELS APPROACH IN IMPROVING ARABIC SPEAKING ABILITY

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### Article Info

#### Article History:

Received: February 2022

Revised: May 2022

Accepted: June 2022

Published: June 2022

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### Abstract

The learning process is closely related to the elements that influence it, such as approaches, methods, and techniques. The purpose of this study is to describe objectively (a) the application of learning Arabic speaking skills using a project-based learning model in the maharah kalam course for students of the Jambi University Arabic Language Education Study Program, (b) the results of improving Arabic speaking skills by applying the project model. based PBA student at Jambi University. This research uses a classroom action design with three cycles. The study results indicate that the application of learning Arabic with a project-based learning model can improve speaking Arabic for students of the Jambi University Arabic Language Education Study Program.

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### Keywords:

Project-Based Learning; Speaking Skills; Arabic Learning.

### مستخلص البحث

ترتبط العملية التعليمية ارتباطاً وثيقاً بالعناصر التي تؤثر عليها ، مثل الأساليب والطرائق والتقنيات. الهدف من هذه الدراسة هو الوصف الموضوعي ، (أ) تطبيق تعليم مهارة الكلام باللغة العربية باستخدام نموذج التعلم القائم أثناء العملية التعليمية في مادة مهارة الكلام لطلاب في قسم تعليم اللغة العربية بجامعة جامبي (ب) نتائج التحسين مهارة الكلام باللغة العربية من خلال تطبيق هذا النموذج للطلاب في قسم تعليم اللغة العربية بجامعة جامبي. يستخدم هذا البحث تصميم الإجراءات الصفية بثلاث دورات. تشير نتائج الدراسة إلى أن تطبيق تعليم اللغة العربية باستخدام نموذج التعلم القائم على المشروع يمكن أن يحسن التحدث باللغة العربية لطلاب في قسم تعليم اللغة العربية بجامعة جامبي.

كلمات أساسية: التعلم القائم على المشروع؛ مهارة الكلام؛ تعليم اللغة العربية.

## Introduction

Learning strategy is one of the most important approaches in a learning that will be developed by teachers. Today in improving the skills of speaking to students the need for a varied approach or strategy in order to realize a learning that can make learners active in communicating. The success of the learning process is closely related to the approaches, strategies, and methods used. In teaching students, a teacher should ideally be able to adapt the use of the method to the psychological situation and condition of the students so that the method chosen and applied effectively improves the quality of learning. The author assumes that one learning model can be applied to obtain learning standards, namely the project-based learning model.<sup>1</sup> The project-based learning (PjBL) model is a learning model that provides opportunities for teachers to manage to learn in the classroom by involving project Works.<sup>2</sup> With this project work, students' creativity and motivation will increase.<sup>3</sup>

According to Badía and García, The implementation of the Project-Based learning model teachers ask a group of students to solve a problem or find answers to a complex problem, and to do that they must design an action plan, make decisions as they are being implemented and solve problems that arise. In addition, Huber argues that the foundation of PBL is based on real interests or initiatives, students can discuss learning topics to be developed, Students can develop themselves actively when the learning process is carried out, students reflect on their own learning in class. Thus it can be concluded that the project-based learning model involves students collaboratively and actively to plan, develop and assess the abilities of learners.<sup>4</sup>

Project-based learning (PBL) can make it one of the alternative learning models that support improving skills in the 21st century. PBL is an innovative approach to learning that develops a variety of strategies that refer to student learning success.<sup>5</sup> In addition, Thomas explained, that PBL has enormous potential in creating interesting and potential learning experiences in students. Such as

<sup>1</sup> Suhartatik Suhartatik and Adi Adi, "Pengembangan Model Project-Based Learning untuk Meningkatkan Kemampuan Bahasa Inggris Siswa Ponpes Modern di Malang Raya," *LINGUA: Jurnal Ilmu Bahasa dan Sastra* 9, no. 2 (2014): 85–91, <https://doi.org/10.18860/ling.v9i2.2546>.

<sup>2</sup> Yulita Dyah Kristanti, Subiki Subiki, and Rif'ati Dina Handayani, "Model Pembelajaran Berbasis Proyek (Project Based Learning Model) Pada Pembelajaran Fisika Disma," *Jurnal Pembelajaran Fisika* 5, no. 2 (2017): 122, <https://jurnal.unej.ac.id/index.php/JPF/article/view/3958>.

<sup>3</sup> Abdul Muid et al., "Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci," *Alsuna: Journal of Arabic and English Language* 3, no. 2 (2020): 140, <https://doi.org/10.31538/alsuna.v3i2.822>.

<sup>4</sup> Esther Márquez Lepe and María Luisa Jiménez-Rodrigo, "Project-Based Learning in Virtual Environments: A Case Study of a University Teaching Experience," *International Journal of Educational Technology in Higher Education* 11, no. 1 (2014): 76–90, <https://doi.org/10.7238/rusc.v11i1.1762>.

<sup>5</sup> Finita Dewi, "Proyek Buku Digital: Upaya Peningkatan Keterampilan Abad 21 Calon Guru Sekolah Dasar Melalui Model Pembelajaran Berbasis Proyek," *Metodik Didaktik : Jurnal Pendidikan Ke-SD-an* 9, no. 2 (2015): 1–15, <https://ejournal.upi.edu/index.php/MetodikDidaktik/article/view/3248>.

stabilizing problem-solving decisions, thinking critically and systematically, innovatively, and being able to manage good and evaluative information.<sup>6</sup> Project-Based Learning (PBL) has become widely used in science and education as a promising teaching approach to promote learning in its cognitive, social, and emotional aspects. PBL enhances deep collaborative multidisciplinary learning, engages learners in authentic practices, and “builds an iterative culture where learners always prototype, reflect, redesign, revise, and evaluate, which are considered the core practices of PBL.”<sup>7</sup> Thus it can be concluded that the project-based learning model involves students collaboratively and actively to plan, develop and assess the abilities of learners.

In learning Arabic, the students of the Arabic Language Education Study Program at Jambi University experienced several difficulties, especially the students' ability to speak. This difficulty is influenced by several factors, including (1) learning in the classroom is still centered on the teacher, which causes students to be less active in the learning process, (2) lack of student motivation in participating in learning due to monotonous teaching methods, (3) less development of student creativity in learning. Complete the tasks given by the teacher, (4) the lack of independence of students in building and acquiring knowledge, (5) the media used is still limited to the blackboard so that students are less interested and not enthusiastic in participating in teaching and learning activities. The researcher assumes that the project-based learning model needs to be applied to solve learning problems.

Furthermore, the researchers used the concept of a project-based learning model to improve the ability to speak Arabic. Previously, other researchers have used this concept to improve the quality of learning with different substances.<sup>8</sup> The research of YD Kristanti and S Subiki in The research focused on applying the project-based learning model in teaching physics concluded as follows: (1) project-based learning models can significantly increase student independence in completing assignments. (2) the application of the project-based learning model has been able to provide knowledge about the concepts, procedures, and

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<sup>6</sup> Ni Wayan Rati, Nyoman Kusmaryatni, and Nyoman Rediani, “Model Pembelajaran Berbasis Proyek, Kreativitas Dan Hasil Belajar Mahasiswa,” *JPI (Jurnal Pendidikan Indonesia)* 6, no. 1 (2017): 60–71, <https://ejournal.undiksha.ac.id/index.php/JPI/article/view/9059>.

<sup>7</sup> Dina Tsybulsky and Yulia Muchnik-Rozanov, “Project-Based Learning in Science-Teacher Pedagogical Practicum: The Role of Emotional Experiences in Building Preservice Teachers' Competencies,” *Disciplinary and Interdisciplinary Science Education Research* 3, no. 1 (2021): 9, <https://doi.org/10.1186/s43031-021-00037-8>.

<sup>8</sup> Lutfiana Indah Sari, Hari Satrijono, and S. Sihono, “Penerapan Model Pembelajaran Berbasis Proyek (Project Based Learning) Untuk Meningkatkan Hasil Belajar Keterampilan Berbicara Siswa Kelas VA SDN Ajung 03,” *Jurnal Edukasi* 2, no. 1 (2015): 11–14, <https://jurnal.unej.ac.id/index.php/JEUJ/article/view/3404>.

application of the model in the implementation of different final project learning.<sup>9</sup> This article is intended to describe (1) the application of learning Arabic speaking skills by using a project-based learning model in speaking proficiency courses (2) students' Arabic speaking skills by applying a project-based learning model to speaking proficiency courses.

## Method

The research design used in this research is classroom action research With an Experimental Approach. In this study, the researcher was directly involved from the beginning to the end of the study.<sup>10</sup> The classroom action research carried out includes several stages, namely: (1) the action planning stage, (2) the action implementation stage, (3) the action observation stage .(4) the action-reflection stage.<sup>11</sup> The data sources for this research are students of the Jambi University Arabic Language Education Study Program Semester 3 Academic Year 2021-2022, totaling 35 people, 12 male students and 23 female students. Meanwhile, there are two kinds of research data, namely qualitative and quantitative. Qualitative data includes five things, namely: (1) lecturer activities in the learning process, (2) student activities in the learning process, (3) student activities in group discussions, (4) project-based learning implementation activities, (5) student activities during the learning process. Evaluation and collection of assignments. Quantitative data in the Arabic speaking ability of PBA students at Jambi University. In this study, four research instruments were used: tests, questionnaires, interview guidelines, and observation guidelines. The data analysis procedure in this study uses data analysis techniques developed by Miles and Huberman, consisting of three stages of activities carried out sequentially, namely (1) reducing data, (2) presenting data, and (3) drawing conclusions.<sup>12</sup>

## Result and Discussion

### Application of Writing Learning Using Project-Based Learning Model

The researcher and the teaching team planned three cycles of action with material that had been formulated in the curriculum, namely about Al-hiwar 'an At-Ta'aruf (introductions) and Al-Hiwar 'an Al-Jami'ah (at University). Each cycle has three meetings; the first and second meetings deliver material using a project-based learning model. The second meeting is used to evaluate the material taught

<sup>9</sup> Ni Luh Putu Mery Marlinda, "Pengaruh Model Pembelajaran Berbasis Proyek Terhadap Kemampuan Berpikir Kreatif Dan Kinerja Ilmiah Siswa," *Jurnal Pendidikan Dan Pembelajaran IPA Indonesia* 2, no. 2 (2012), [https://ejournal-pasca.undiksha.ac.id/index.php/jurnal\\_ipa/article/view/483](https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ipa/article/view/483).

<sup>10</sup> Enco Mulyasa, *Penelitian Tindakan Kelas* (Bandung: PT Remaja Rosdakarya, 2010).

<sup>11</sup> Tajudin Nur, "Analisis Kontrastif Dalam Studi Bahasa," *Arabi : Journal of Arabic Studies* 1, no. 2 (2016): 64–74, <https://doi.org/10.24865/ajas.v1i2.11>.

<sup>12</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

at the first and second meetings. Before carrying out the first cycle of action, the researcher held a pre-test held on October 05, 2021, from 12.30-14.00. As many as 34 students consisted of 11 male students and 23 female students of PBA Jambi University. Action learning Arabic speaking proficiency Semester 3 of the Jambi University PBA consists of three cycles, each of which is described as follows:

### **Action Planning Phase I**

Based on the results of initial observations of learning conditions at the Arabic Language Education Study Program, Jambi University, in action I, the researcher and the team teaching teacher of Arabic speaking proficiency courses planned actions which were described as follows: (1) using an Arabic language introduction when first entering class, (2) prepare vocabulary and words that are usually used in introductions, (3) prepare LCD images and learning materials, (4) use project-based learning models, (5) prepare sheets containing learning materials, (6) prepare group assignments, (7) prepare student activity assessment sheets.

### **Action Implementation Phase I**

#### *1) The Meeting I (October 11, 2021)*

The first meeting was held on Tuesday. Researchers arrived in the PBA classroom at 13.00, while learning Arabic language skills started at 13.00-14.30 WIB with a duration of 2 x 45 minutes. The researcher opens the lesson explains the indicators, the material to be studied, apperception before entering the lesson's core.

After explaining all the material about introductions, the teacher allows students to ask questions about material that has not been understood. Then the researcher divides the group by dictating it, and the students take notes. Then the researchers condition the students to sit according to the group that has been determined. After all, students have gathered according to their groups, and the teacher explains the steps of group work and completion of tasks.

During the learning process, the teacher observes the development of students. After completing the task, the teacher asks one of the groups to present the product of the group's work. In this discussion, students paid less attention because they were busy completing the results of their group work. Finished the presentation in front of the class, the lecturer closed the lesson and informed the students to continue the presentation next week. Duru asked each group to study at home and complete the results of their group work.<sup>13</sup>

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<sup>13</sup> Mary English and Anastasia Kitsantas, "Supporting Student Self-Regulated Learning in Problem- and Project-Based Learning," *Interdisciplinary Journal of Problem-Based Learning* 7, no. 2 (2013), <https://doi.org/10.7771/1541-5015.1339>.

2) *The Meeting II (October 18, 2021)*

At the second meeting on Wednesday, the researchers arrived at the PBA classroom at Jambi University at 12.30, with a duration of 2 x 45 minutes. The lecturer immediately opened the lesson and did an apperception. After explaining some material that the students did not understand, the teacher asked the group who had not finished presenting at the first meeting to continue presenting in front of the class. At this stage of presentation, at first, students feel embarrassed to come forward and present their products. At this stage of the presentation, there were not enough other students who gave input and responses to the group that came forward because students were still shy and afraid to share their ideas. After most of the progressive groups of teachers and students together evaluate and confirm the results of students' products.

Furthermore, the teacher and students reflect on the process and learning outcomes together. Then the teacher gave information that an evaluation would be held next week for At-Ta'aruf material, and students were asked to study at home. Then the students pray, and the teacher closes the lesson with greetings.

3) *The Meeting III (October 25, 2021)*

On Tuesday at 13.00 WIB, the researcher and the teaching team entered the class. Then the researcher said greetings, asked how the students were using Arabic and checked the students' attendance. All students entered and were ready to participate in the evaluation according to notification at the first meeting. Then the researcher acted as the teacher, again informing the students that an evaluation would be held today. Some students complained that they had not studied and felt that they were not ready for an evaluation that day. However, the evaluation is still carried out by the information that the teacher has previously notified.

**Action Observation and Reflection Phase I**

1) Results of Observations on Lecturer Activities

Based on data from the observations on the activities of lecturers in learning, it is known that all activities of the lecturers are by the planned learning scenario. Based on the qualifications obtained, observer one gave a score of 67.2%, while observer two gave a score of 81.25%. So the overall average level of success of teacher activities is 74.21%.

2) Results of Observations on Student Activities

Based on the data from observations of student activities, it is known that the level of student success is classified as less. The cause of the lack of student success rates is the number of descriptors that have not appeared, such as paying attention to the presentation of friends in front of the class, asking students who are presenting, and group collaboration in completing

assignments. Based on the qualifications obtained, observer one gave a score of 59.09%, while observer two gave a 70.45%. So the overall average level of success of student activities is 64.77%.

3) Observation Results on Group Discussion Activities

Based on the data from observations of group activities, the researcher encountered several obstacles for students in working in groups, namely the difficulty of students in working together on assignments, not all group members could answer questions or assignments given by the lecturer, they could not actively exchange ideas in groups so that Smart students are more dominant in group discussion and task completion. So the overall average success rate for group activities in learning is 60%.

4) Observation Results on Project Based Learning Implementation Activities

It is classified as lacking based on data from observations on student activities. The cause of the lack of success in implementing project-based learning is the lack of centralist principles, encouraging questions, and constructive investigations in learning. Based on the qualifications obtained, observer one gave a score of 60%, while observer two gave a score of 65%. So the overall average success rate of implementing project-based learning in learning is 62.5%.

## Cycle II

### Action Planning Phase II

To overcome the shortcomings in the first cycle, both in terms of tests and learning models that have been applied, it will be described as follows: (a) developing a more appropriate and perfect learning plan using a project-based learning model, (b) preparing the material to be taught to students using PowerPoint media, (c) preparing questions for group worksheets, (d) preparing assessment sheets for student activities in the learning process, (e) preparing questions for evaluation.

### Action Implementation Phase II

1) *The Meeting I (October 19, 2021)*

At the first meeting, a project-based learning model was applied and held on October 19, 2021, at 12.30-14.00 WIB. After checking the students' attendance, the lecturer did an apperception. After that, the lecturer motivates students to speak Arabic from the words that the previous lecturer has dictated. After several sentences were formed, the students began to understand, and the lecturer asked the students who did not understand. After it was felt that everyone understood, the lecturer asked the students to gather with a predetermined group. Then the lecturer distributes assignments and explains how to do the assignments. In the middle of the assignment process, the lecturer met a student who was daydreaming and asked him to cooperate with his group.

After completing the task at the specified time, the lecturer asks the group that is ready to present the results of their group work. During the presentation, some students began to dare to ask their friends who were presenting. After all, groups have advanced, the lecturer guides students to justify their group's answers, draw conclusions, and reflect on the learning activities that day. Then the bell rang. The lecturer explained that an evaluation would be held next week and asked students to study hard. The lecturer asked the students to pray and closed the lesson with greetings.

2) *Second Meeting (October 25, 2021)*

The second meeting was held on Tuesday. Learning activities start at 13.00 until 14.00 WIB. The lecturer greets and performs apperception. Then the lecturer invited the three groups that had not yet presented to come forward. When the group came forward for the presentation, four people dared to respond to their friends in front of them, such as Nadilla, Alda, Ristian, and Yusuf. In the presentation discussion this time, students began to dare to respond to their friends even though there were still mistakes. After all, groups come forward, the lecturer and students ask encouraging questions about the group assignments done, and together reflect on the material. After that, the lecturer confirmed the students' answers and concluded the material studied today. Then the lecturer gave information that an evaluation would be held tomorrow on Wednesday with material about Al-Hiwar fi Al-Jami'ah. Then the students pray, and the lecturer closes the lesson with greetings.

3) *The Meeting III (October 26, 2021)*

On Wednesday at 12.30 WIB, the researcher entered the class and checked student attendance. Today only one student named Zulmi did not attend campus. Before carrying out the evaluation, the researcher invited students to ask questions about the material they did not understand. After the evaluation, the lecturer closed today's lesson with greetings.

### **Action Observation and Reflection Phase II**

1) **Results of Observations on Lecturer Activities**

Based on the data from observations on the activities of lecturers in learning, the deficiencies in the first cycle are no longer visible. Based on the qualifications obtained, observer one gave 82.81% while observer two gave a score of 85.93%. So, the overall average success rate of lecturer activities is 84.37%.

2) **Results of Observations on Student Activities**

Based on data from observations of student activities, it is known that there is an increase from before. Based on the percentage obtained, observer one gave 79.54% while observer two gave a score of 70.45%. So, the overall average success rate of student activities is 74.99%.



### 3) Results of Observations on Group Activities

Based on the data from observations on group activities, students' obstacles in working in groups began to increase. Obstacles in the first cycle include the difficulty of students working together, not all students can answer assignments from the lecturer, and discussion activity has increased from what was initially rarely done by students. As for the accumulated scores of discussion activities, it can be concluded that the success rate of group activities in learning is 73.3%.

### 4) Results of Observations on Project Based Learning Implementation Activities

Based on the data from observations on the implementation of project-based learning activities in learning, it is known that the level of success is quite good. This is indicated by the number of indicators that have been seen. However, there are still a few shortcomings in the principle of autonomy which requires students' independence in the learning process. So that the first observer only saw a little student independence in completing assignments. Based on the qualifications obtained, observer one gave a score of 70%, while observer two gave a score of 75%. So the overall average success rate of implementing project-based learning in learning is 72.5%.

## Cycle III

### Action Planning Phase III

To overcome the shortcomings in cycle II, both in terms of tests and learning models that have been applied, it will be described as follows: (a) developing a more appropriate and perfect learning plan using a project-based learning model, (b) preparing the material to be taught to students using PowerPoint media, (c) preparing questions for group worksheets, (d) preparing assessment sheets for student activities in the learning process, (e) preparing questions for the post-test.

### Action Implementation Phase III

#### 1) *The meeting I (November 02, 2021)*

At the first meeting, a project-based learning model was applied. This meeting was held on Wednesday, November 02, 2011, at 12.30-14.00 WIB. The researcher entered the class at 12.30 with Tn.Muhammad Sobri. Then the researcher opened the lecture and did an apperception.

Today's learning process is slightly different when compared to previous learning. After the researcher explained the students' material, the researcher invited the students to observe the campus object directly. In this lesson, students can observe the object being studied directly. However, the researcher asked the students to gather and complete the task in the allotted time. In completing this task, the researcher gave students 50 minutes to complete the task and gathered in class to make group presentations.

The researcher went outside the classroom to monitor student progress in this study. Researchers also come into the classroom to monitor students

who prefer to work in class. In this learning cycle, most students are not shy about asking questions, evidenced by initially quiet students (Khairul, Andrean, Nadira, Nurhikmah, Dina Novita, etc.) starting to dare to ask questions using Arabic.

The clock shows 13:35. The lecturer asks students to gather in class and report their work by making presentations. In this presentation, only one group presented the results of their group work. The other group continues the presentation at the next meeting. Before closing the lesson, the lecturer and students reflect and conclude about the material that has been studied today.

2) *The Meeting II (November 08, 2021)*

The second meeting was held on Tuesday. Learning activities start at 13.00 until 14.30 WIB. Previous research colleagues had prepared everything needed in the lecture, and then the researcher asked about the material that the students had not understood. A student raised his hand (Abdul Aziz) to ask a question he did not understand. The lecturer explains the meaning of the question.

After the students did not ask any questions, the lecturer invited groups that had not presented to present their answers in front of the class. This time, many students were willing to ask questions and respond to students presenting in the discussion process. Initially, shy students began to dare to ask and respond to friends in front of them. Moreover, the students who were already active (Amin, Rita, Maya, Anisa, Rizki) kept asking and giving feedback to the students making presentations.

Today's discussion went smoothly, and all groups came forward to present their answers. After that, the researcher and the students reflected on their learned material. Before concluding the material, the researcher asked the students, "from this discussion, which of You still does not understand?". Suddenly, two students raised their hands (Fahmi, Haris) and asked about activities on campus using Arabic. After that, the researcher explained how it was disclosed to all students. Before concluding, the researcher asked students about mufrodat around campus using the Direct Method, Grammar, and correct Arabic expressions. Some female students raise their hands and are willing to give examples of simple expressions about activities on campus (Hadziq, Fitri). After that, the researcher and the students concluded the lessons learned today and closed the lesson with greetings.

3) *The Meeting III (November 15, 2021)*

The third meeting was held on Wednesday at 12.30 WIB. The researcher opened the lesson and checked student attendance. The post-test was carried out, and today the students were more orderly in doing the post-test, although some students were still cheating, and the researcher reprimanded. After

carrying out the post-test, the researcher asked the students to write down messages and impressions in learning and fill out a questionnaire.

### **Action Observation and Reflection Phase III**

#### **1. Results of Observations on Lecturer Activities**

Based on data from observations on the activities of the lecturers in learning, it is known that the activities of the lecturers are by the planned learning scenario. Based on the qualifications obtained, observer one gave a score of 95.31%, while observer two gave a 98.43%. So the overall average level of success of lecturer activities is classified as very good with a percentage of 96.87%.

#### **2. Results of Observations on Student Activities**

Based on data from observations of student activities, it is known that student activities are classified as "very good." This is due to the emergence of all indicators. Student activities in percentage, observer one gave a score of 86.36% while observer two gave 95.45%. So, the overall average success rate of student activities is 90.9%.

#### **3. Results of Observations on Group Activities**

Based on observational data on group activities, all indicators in group activities have increased. From the accumulated scores of discussion activities, it can be concluded that the level of success for group activities is classified as good with a percentage of 86.6%.

#### **4. Results of Observations on Project Based Learning Implementation Activities**

Based on the observation data on the implementation of project-based learning activities in learning, it is known that the level of success is quite good. This is indicated by apparently all indicators in the application of the learning model. Based on the qualifications obtained, observer one gave a score of 80%, while observer two gave 95%. So the overall average level of success in implementing project-based learning in learning is 87.5%.

### **Results of Improved Arabic Speaking Ability with Project-Based Learning Model**

#### ***Speaking Ability Before Using Project-Based Learning Model***

After the researcher conducted interviews with the Arabic Speaking Proficiency Lecturer, the researcher also talked with the students about their difficulties in learning Arabic, especially writing skills. Several students expressed their difficulties in learning Arabic, especially speaking skills, namely: (1) difficulties in pronouncing Arabic letters, (2) difficulties in memorizing Arabic letters and applying them in conversation, (3) difficulty pronouncing letters fluently.

The psychological obstacles experienced by students include: (1) they feel that Arabic is a difficult subject, (2) they are not enthusiastic every time they take

language proficiency lectures, (3) they feel lazy and lethargic when attending lectures due to lack of motivation to be able to speak the language Arabic.<sup>14</sup>

Before taking action, the researcher had conducted a pre-test to determine the students' initial abilities before applying the project-based learning model. The speaking skill scores obtained by students tend to be very low. The average value obtained by students is 26.7. When presented, only 11.8% experienced complete learning with a score of 65.

### ***Writing Ability After Using Project-Based Learning Model***

Researchers found several findings of learning outcomes after the implementation of the project-based learning model, including (1) the use of the project-based learning model can be accepted by students because they can be more motivated in learning activities, (2) after applying the project-based learning model, students are not ashamed to ask questions. to lecturers and discussing with their peers, (3) students' independence in completing assignments, cooperation in group discussions has increased, (4) after applying the project-based learning model, students who are shy about presenting in front of the class become motivated and bolder in presenting their work. (5) the learning media used are not limited to the blackboard. However, the LCD and the surrounding environment can be used as media in the learning process, (6) the task of speaking Arabic given by the lecturer at each meeting makes students trained and fluent in expressing sentences.

## **Discussion**

### ***Components of Implementing Project-Based Learning Models***

The application of learning using a project-based learning model consists of three parts: introduction, core, and closing. The introduction has elements of centrality, driving question, realism. The element of centrality is evident when the lecturer tries to link student knowledge with the material to be taught so that students are unconsciously guided to learn the main concepts of speaking skills through project work. Then the driving question element is seen when the lecturer apperception by asking questions that encourage students to think and develop their skills. In addition, the lecturer asks questions that encourage students to develop collaborative speaking skills with the help of questions to compose a paragraph. The element of realism itself is visible when the lecturer's tasks are contextual, which is directly related to real life, such as observations about the campus environment.

Furthermore, the core part of learning has the driving question, constructive investigation, autonomy. The driving question element does not only appear in the introduction, but the driving question also appears in the core part of learning.

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<sup>14</sup> Purificación Parrado-Martínez and Sonia Sánchez-Andújar, "Development of Competences in Postgraduate Studies of Finance: A Project-Based Learning (PBL) Case Study," *International Review of Economics Education* 35 (2020): 100192, <https://doi.org/10.1016/j.iree.2020.100192>.

This can be seen from the project questions given by the lecturer and the lecturer's questions that guide students to find answers. With questions given by the lecturer, it guides students to be skilled and get used to thinking and trying to find solutions to problems. Furthermore, the element of constructive investigation appears when students try to find, observe, and design answers into a single paragraph. In working on this project, students are trained to be independent in seeking and finding answers with collaborative efforts. This follows the element of autonomy in project-based learning.

Like the learning principles that appear in project-based learning, learning characteristics can be seen in the core activities. Students begin to make decisions and frameworks when they first gather with their groups. When working on assignments, students conduct group discussions on the assignments they are working on. In this activity, students evaluate continuously and regularly review what they are doing. Furthermore, in the presentation discussion activity, students are responsible for the final product in the form of a dialogue presentation task that has been done collaboratively. After presenting the dialogue, students repeat and revise the mistakes and shortcomings in the previous dialogue presentation.

The series of activities above follow the project-based learning design because it contains the principles and characteristics following the application of learning with the project-based learning model.

### ***Students' Initial Speaking Ability Before Project Based Learning Models Are Applied***

This study proves that before the project-based learning model was applied, most of the students experienced several difficulties, including the following: 1) difficulty in pronouncing Arabic letters, (2) difficulty in memorizing Arabic words and applying them in sentence form, (3) difficulty pronouncing letters with fluent in sentences. Apart from the above student learning difficulties, the psychological obstacles experienced by students include: (1) they feel that Arabic is a difficult subject, (2) they are not enthusiastic every time they take Arabic lectures. The results of research before implementing project-based learning prove that the ability of students to learn to write Arabic tends to be very lacking.

### ***Improving Student Writing Ability After Implementing the Project-Based Learning Model***

The researchers found that after applying the project-based learning model, including (1) The use of the project-based learning model was acceptable to students because they could be more motivated in learning activities. This can be seen from students' enthusiasm in participating in learning and the activeness of students in discussions. These findings are supported by the theory of motivation, which states that motivation is the readiness in individuals to move towards

certain goals, both consciously and unconsciously.<sup>15</sup> (2) After applying the project-based learning model, students are not ashamed to ask the lecturers and discuss with their peers. (3) Students' independence in completing assignments cooperation in group discussions has increased.<sup>16</sup> Suhartatik's research concludes that the project-based learning model is proven and tested to foster student independence, especially in learning that allows project work to be carried out. (4) Students' courage in group discussions and presentations.<sup>17</sup> With presentation discussions, students learn to convey what they have learned to add to the knowledge they have previously learned.<sup>18</sup> The interactive process with colleagues helps the knowledge construction process because it allows opportunities to convey ideas, listen to other people's ideas, and reflect on their ideas to others.<sup>19</sup>

The results of the discussion and discussion above, the position of this researcher's findings is an affirmation of the existing findings. This is because the researcher's findings do not contradict previous findings. This shows that applying the project-based learning model in learning to write has positive implications for increasing student learning motivation, group collaboration, independence in completing assignments, courage to express ideas, and increasing students' problem-solving skills.

## Conclusion

Learning Arabic speaking skills using a project-based learning model is carried out in three cycles, each cycle consisting of three meetings. The first meeting was held to provide material and assignments, and the second meeting was used to review and perform assignments and presentations. Furthermore, the third meeting is used for evaluation. Before using the project-based learning model, the students' greatest difficulty was pronouncing Arabic words. Most students still have difficulty pronouncing hijaiyah letters, and they are still confused about putting words into sentences. After using the project-based learning model, there was an increase in students' speaking skills. By studying in

<sup>15</sup> Ciptro Handrianto and Muhammad Arinal Rahman, "Project Based Learning: A Review of Literature on Its Outcomes and Implementation Issues," *LET: Linguistics, Literature and English Teaching Journal* 8, no. 2 (2019): 110, <http://jurnal.uin-antasari.ac.id/index.php/let/article/view/2394>.

<sup>16</sup> Zaenal Abidin, "Efektivitas Pembelajaran Berbasis Masalah, Pembelajaran Berbasis Proyek Literasi, dan Pembelajaran Inkuiri dalam Meningkatkan Kemampuan Koneksi Matematis," *Profesi Pendidikan Dasar* 7, no. 1 (2020): 37–52, <https://doi.org/10.23917/ppd.v7i1.10736>.

<sup>17</sup> Suhartatik and Adi, "Pengembangan Model Project-Based Learning untuk Meningkatkan Kemampuan Bahasa Inggris Siswa Ponpes Modern di Malang Raya."

<sup>18</sup> Benik Dwi Prilestari, Atiek Zahrulianingdyah, and Eko Suprptono, "Developing Learning Model Project-Based Learning in Improving the Handycrafting Subject for Junior High School," *Journal of Vocational and Career Education* 4, no. 2 (2019), <https://journal.unnes.ac.id/nju/index.php/jvce/article/view/22611>.

<sup>19</sup> Abdul Muid and M. Fathor Rohman, "Ta'lim Maharah al-Kalaam Fi Dhu'i al-Nazhariyat al-Ijtima'iyyah al-Tsaqafiyah Li Vygotsky," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 2 (2019): 261, <https://doi.org/10.29240/jba.v3i2.971>.

groups using the project-based learning model, students have the motivation, cooperation, independence, and great responsibility in completing and being responsible for their work. Project-based learning models in learning Arabic speaking skills can improve students' speaking skills, which is indicated by the increase in student activity from cycle I to the next cycle (cycle I 64.77%, cycle II 74.99%, cycle III 90, 9%). In addition, it can be seen from the increase in student learning outcomes in the first cycle that the average is 60.8, the average student success in the second cycle is 72.2, and in the third cycle is 80.2. So it can be concluded the novelty for this studi is: Using the project-based learning model Making students active in following the learning process and making it easier for lecturers to provide material. In learning speaking skills used this model is very productive in improving the ability to speak Arabic.

## Acknowledgment

In writing this article, the author would like to thank all off my teachers, who always support and motivate for my work. And also to Jambi University, who always facilitates in writing this article.

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