

PROCEEDING INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION (ICIED)
 "INNOVATIONS, APPROACHES, CHALLENGES, AND THE FUTURE"
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG
 23-24 OF NOVEMBER, 2017
 e-ISSN 2613-9804 p-ISSN 2477-3638
 VOLUME: 2 YEAR 2017

**PROJECT-BASED LEARNING FOR IMPROVING MOTIVATION
 AND STUDENT'S SPEAKING ABILITY IN ARABIC TEACHING AND LEARNING**

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Abstract. The challenge faced in Arabic teaching and learning in Indonesian formal schools is the lack of student's motivation to follow this lesson. Their abilities are also limited to theoretical abilities, not yet to the ability of proficiency, especially speaking skill. Various curricula and strategies are presented to solve these issues. One of curriculum that is offered by government is Kurikulum 2013 and one of the learning models offered is a project-based learning model. This learning model allows learners to actively construct their knowledge. It is expected that through this learning model the student's motivation can be improved because they are actively and collaboratively given the opportunity to design the learning in order to solve real problems through a project.

Keywords Project-Based Learning; Motivation; Speaking Ability

A. INTRODUCTION

Arabic learning methods are always developing along with the growing needs of Arabic by Indonesian people. At first, the teaching of Arabic in Indonesia was aimed to facilitate the Muslim community in worship activities. Developed methods and curriculum are also limited to meet those needs. Arabic learning activities at that time are also still limited at traditional Islamic boarding schools or salaf and concentrated on the mastery of grammar skills and reading with understanding religious books. However, Mustofa (2014) stated that the weakness of this method is that the students only fluent in listening and reading ability and cannot use Arabic as the language device to communicate with others.

As time goes by, the need of Arabic is not only limited to matters relating to worship, but also the need to be able to interact with Arabic international community. Muslim scholars and intellectuals who have studied in Middle Eastern educational centers, especially Egypt, are the initiators of updating the teaching methodology of Arabic language in Indonesia. The renewal of this method generally takes place in modern Islamic boarding schools and focuses the learning on speaking skills. so that their method is called the direct method or *tariqah mubasyirah* (Effendy, 2012). The weakness of this new method is their lack of grammar ability.

Further, Arabic teaching in formal schools appears to combine traditional method that focuses on mastering of grammar and understanding of religious texts with the modern method that focuses on speaking ability. The required skills that have to be mastered by learners include four skills, namely (1) *istima'* or listening, (2) *kalam* or speaking, (3) *qira'ah* or reading, and (4) *kitabah* or writing.

At formal schools or Madrasah, the curriculum is referred to a curriculum that is determined by Ministry of Religious Affairs of the Republic of Indonesia. Nowadays, Curriculum 2013 is used in Arabic subject matters at Madrasah based on Decree of Minister of Religious Affairs of the Republic of Indonesia No. 000912 the year 2013. The 2013 curriculum is intended to develop the potential of learners toward the ability in reflective thinking for

solving social problems in the community and building a better democratic society life.

Based on this curriculum, Arabic is a language subject that is directed to encourage, guide, develop, build abilities, and make grow positive attitudes toward the Arabic language, both receptive and productive ability. Receptive ability is the ability to understand other people's conversations and understand the reading materials, while the productive ability is the ability to use language as a means of communication both orally and writing. For that, Arabic in Madrasah is prepared to achieve four basic language competences that are taught integrally, namely listening (*mahaaratu al istimaa'*), speaking (*mahaaratu al-kalaam*), reading (*mahaaratul al qiraa'ah*) and writing (*mahaaratu al kitaabah*).

Achieving the balance of these four skills is certainly accompanied by obstacles. The quality of Arabic teachers and also the general assumption that Arabic is a difficult language to learn makes the achieving these four skills simultaneously difficult to do. One of the skills that are difficult to develop in a formal school is speaking skills. However, most of learning activities in formal schools achieve only at the level of language theoretical ability, not yet at the level of language proficiency, especially speaking skills.

Actually, speaking is an interesting activity in the classroom, but most of the phenomena that occur are far from the expectation. The activity is just fulfilled by memorizing of words and dialogues and demonstrating in front of classroom. There is no relation between Arabic matters and student's society. This activity can make the learning unattractive and do not stimulate the active participation of the students. Effendy (2011) add that this can happen because the focus of the teacher in speaking activities is only on language competence, not on language proficiency, so speaking activities are limited on memorizing vocabulary and pronounce appropriately. Such activities can make students afraid of being wrong and not interested in speaking activities. In fact, one of the important factors in encouraging the speaking activities is the students' courage and motivation and not afraid of being wrong. For this reason, teachers should be able to choose a model or method of learning that can encourage students to speak and not afraid of being wrong. One of the learning models that teachers can choose is a project-based learning model or PjBL.

Project-Based Learning Model or PjBL itself is a learning model suggested by the Curriculum 2013. PjBL is a learning model with long-term activities that make students involved in designing, creating, and displaying products to solve real-world problems. (Sani, 2014). Project-based learning is applied to motivate students to involve more actively and take the initiative to get the things they want both on their knowledge, understanding, and skills. In addition, project-based learning also pushes and forces students to find solutions in completing the project that relates to the real-world problem. This model then is expected to be appropriate to encourage and improve speaking ability compared to traditional learning models.

B. DISCUSSION

1. Definition of Project Based Learning

PjBL is a learning model with long-term activities that involve students in designing, creating, and displaying products to address real-world problems. Through this model of learning, teachers can develop learners' motivation, improve problem-solving skills, and foster high-order thinking (high order thinking) in learners. (Sani, 2014). Educational Technology Division, Ministry of Education Malaysia (2006) add that PBL learning activities are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices. This model differentiates with traditional model that is short, isolated and teacher-centered activities. This method fosters abstract, intellectual tasks to explore complex issues. It encourages true knowledge. In this model, students explore the problems, make judgments, interpret, and synthesize information in meaningful ways to solve the problem in producing the project.

While New York Department of Education (2009) define project-based learning as the instructional strategy of empowering learners to pursue content knowledge on their own and

demonstrate their new understandings through a variety of presentation modes. This definition also stated that students act as the center of learning activities. Because students are driving the learning, they can draw upon their strengths and create projects that incorporate their own interests, native language, cultural background, abilities and preference for using different types of media.

Based on the definition given by experts, project-based learning is a learning model that provides student opportunities to be the center of learning activities by exploring, interpreting, and synthesizing problem and information related to real-world matters, and then designing, creating, and displaying product to solve that problems.

2. Character of Project Based Learning

Thomas (2000) gives five criteria for project-based learning, (a) The center of learning is making project that related to real word and based on the curriculum, (b) PBL projects are focused on questions or problems that encourage students to gain the central concepts and principles of a discipline, (c) Projects involve students in a constructive investigation, (d) Projects are planned, designed, and performed by student, and (e) Projects are realistic and authentic.

While New York Department of Education (2009) state that project-based learning can run effectively when meeting the following characteristics: (a) Leads students to investigate important ideas and questions, (b) Is framed around an inquiry process, (c) Is differentiated according to student needs and interests, (d) Is driven by student independent production and presentation rather than teacher delivery of information, (e) Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content, (f) Connects to real world and authentic problems and issues

Regarding the characteristics of PjBL, Ministry of Education and Culture divides these characteristics into eight characteristics: (a) Learners make decisions about a framework, (b) The existence of problems or challenges posed to learners, (c) Learners design a process to determine the solution for the problem or challenge posed, (d) Learners collaboratively are responsible for accessing and managing information to solve problems, (e) The evaluation process is run continuously, (f) Learners periodically reflect on activities that have been run, (g) The end product of the learning activity will be evaluated qualitatively, (h) Learning situations are very tolerant of mistakes and changes.

3. Advantages of Project-Based Learning to Improve and Motivate Speaking Ability

PjBL is expected to gain and encourage more speaking ability than usual learning model because PjBL provides opportunities and freedom to learners in the planning and implementation of their learning activities. The learners then are given opportunities to define topics, conduct research, and complete specific projects. This learning model makes teachers as facilitators and mentors rather than as the center of all learning activities and makes students as the center of learning activities (Maryani and Fatmawati, 2015).

This learning model can encourage learners to collaborate in a heterogeneous group. Through this collaboration, the development of learning skills can take place among the learners. The individual strengths and learning styles can reinforce teamwork as a whole (Maryani and Fatmawati, 2015).

The PjBL (Project Based Learning) learning is supported by Vigotsky's sociocultural theory that provides the foundation for cognitive development through increasing interpersonal interaction. Through this interpersonal interaction, each member of groups is able to convey ideas, listen to ideas, and then construct this knowledge together. According to this sociocultural theory's perspective, project-based learning can help learners improve their language proficiency and problem-solving skills in a collaborative way (Malahayati, 2015)

The focus of learning sites in the core principles and concepts of a discipline, engaging students in problem-solving investigations and other meaningful task activities, giving students the opportunity to work autonomously in constructing their own knowledge and

reaching the peak to produce real products (Thomas, 2000). The core idea of PjBL is that real problems will attract learners and encourage serious thinking to acquire and apply knowledge in the context of solving the problem. This learning can be done inside or outside the classroom (Efstratia, 2014).

PBL provides opportunities for learners to explore the knowledge they have through the challenges of projects that must be completed. The challenge of solving a problem and freedom of choice is a fun combination for learners. Project completion requires physical activity that not only listens to teacher explanations but also performs activities such as observing, seeking knowledge through multiple sources, doing something that involves all senses is a pleasure for the children. The enjoyable learning experience is one way to improve the motivation of learners (Winarsih, 2013).

Larmer (2015) stated that PjBL gives the following advantages:

- a. Motivates students.
- b. Prepares students for college, careers, and citizenship
- c. Helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills.
- d. Allows teachers to teach in a more satisfying way.
- e. Provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world

While the advantages of project-based learning according to Ministry of Education and Culture include:

- a. Increase learners 'motivation, encourage learners' ability to do important work, and they need to be rewarded
- b. Improve problem-solving abilities
- c. Make learners more active and solve complex problems
- d. Enhance collaboration
- e. Encourage learners to develop and practice communication skills
- f. Improve the skills of learners in managing learning resources
- g. Provide experience to learners in organizing projects
- h. Provides a learning experience involving learners in a complex and designed to evolve according to the real world
- i. Involve learners to learn to retrieve information and demonstrate the knowledge they have, then be implemented with the real world
- j. Make the learning atmosphere fun, so that learners and teachers enjoy the learning process

Based on the advantages of PjBL, the need of requirement that can be owned by learners can be achieved. These requirements namely: (a) Problem solver, (b) Responsible, (c) Works well with others, (d) Can work independently, (e) Critical thinker, (f) Confident, (g) Manages time and work effectively, and (h) Communicates well with a variety of people (Larmer, 2015). These requirements also match with the aim of Arabic subject in Curriculum 2013.

4. Steps of Planning Projects

New York Department of Education (2009) state five steps in planning projects in project-based learning, namely:

- a. Establish Content and Skill Goals

This step focuses on knowing and answering what students should know and be able to do as a result of this project assignment, what content standards that will address through assignment, what academic language skills (academic vocabulary, disciplinary discourse, disciplinary presentations) will be required/expected/mastered, etc

- b. Develop Formats for Final Products

This step focuses on knowing and answering how authenticity can be built into the final product choices, how and to what audience students will demonstrate their understanding, what level of thinking is required by the final product, what presentation/production/performance skills are required for the final product, etc.

c. Plan the Scope of the Project

This step focuses on knowing and answering what the timeline for the project is, how the project can be broken down into a set of tasks with interim and final due dates, how individual accountability will be measured, and what resources beyond the classroom that will be required for each phase of the project.

d. Design Instructional Activities

This step focuses on knowing and answering what instructional activities and support that will move students through the phases of the inquiry process, what content and skills that will be taught through explicit instruction, what initial activity that will engage students in a thought-provoking experience and connect them immediately to background knowledge and their own experiences, how students will gain a quick understanding of the scope of the project, the products that will be required, and the assessments that will take place during the project, how formative assessment will be integrated throughout the process, and what evaluation criteria that will be used for the final product.

e. Assess the Project Design

This step focuses on knowing and answering whether the project design meets the standards, engage students, encourage higher-level thinking, integrate teaching and reinforcement of literacy, inquiry, technology, and necessary basic skills, and integrate resources and technology appropriately or not.

C. CONCLUSION

Project-Based Learning Model or PjBL itself is a learning model suggested by the Curriculum 2013. PjBL is a learning model with long-term activities that make students involved in designing, creating, and displaying products to solve real-world problems. Project-based learning is applied to motivate students to involve more actively and take the initiative to get the things they want both on their knowledge, understanding, and skills. In addition, project-based learning also pushes and forces students to find solutions in completing the project that relates to the real-world problem. This model then is expected to be appropriate to encourage and improve speaking ability compared to traditional learning models.

PjBL provides opportunities and freedom to learners in the planning and implementation of their learning activities. The learners then are given opportunities to define topics, conduct research, and complete specific projects. The challenge of solving a problem and freedom of choice is a fun combination for learners. Project completion requires physical activity that not only listens to teacher explanations but also performs activities such as observing, seeking knowledge through multiple sources, doing something that involves all senses is a pleasure for the children. The enjoyable learning experience is one way to improve the motivation of learners. And finally, the students can encourage themselves to speak more actively through a project.

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