

Resolving Arabic-language text reading errors among University students through project-based learning (PBL)

ABSTRACT

Foreign language learning is certainly accentuating on the mastery of basic skills including reading skills that need to be emphasized by every student in the early stages. Similarly, the same goes for Arabic language learning which is the third language or also recognized as a foreign language in the Malaysian community. One of the skills focused on this study is the focus on reading Arabic texts. The objective of this study is to identify the common reading mistakes that students often make while reading Arabic texts and to determine how well the Project Based Learning (PBL) method can overcome and reduce their reading errors. This study utilizes qualitative approach with the method of observation performed on students when they were reading texts during pre and post reading tests. The reduction of these mistakes was identified from before and after the PBL procedure was implemented. The study sample consisted of 69 students who registered for the 3rd level Arabic course in the 2019/2020 study session at Universiti Malaysia Sabah Labuan International Campus (UMS-LIC). The instrument used was a set of pre and post reading tests based on the KSSR (Primary School Curriculum Standards) guidelines set out by the MOE (Ministry of Education, 2015).