Project-based Learning in Promoting Active Learning for Arabic as Foreign Language Learners

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Abstract: This study aims to describe the implementation Tarikh Adab (History of Arabic Literature) and Maharah Kitabah (Writing Skill) course using PjBL design and explain how it can promote active learning. This study uses descriptive qualitative design at Arabic language and literature department and Arabic Education department. The data are collected through observation, interview, and document, then analyzed qualitatively. The teacher employs some stages for the learning activities in the implementation of PjBL. The students are involved in the project through learning activities. The finding of this study indicates that PjBL promotes active learning. The learning activities can help them to develop thinking skill, teamwork skill, language skills, and communication skill. Thinking skill used when the students design the project, think the reason, and solve the problem. They learn how to work in team that promotes collaborative work. They use the language for communication with the group and teacher during creating the project and presentation that increase their language and communication skills unconsciously.

1   INTRODUCTION

The Arabic teaching in Indonesia has development with some difficulties and challenges. One of the aims of teaching language is to help learners to communicate with the language both in oral and written forms. In Indonesian context, there are still many difficulties in achievement of the goal. The teaching of Arabic is not focusing on language skill and its use, or mastering vocabularies and meanings. The study shows that there is the difference between what should happen and what has happened in reality (Arief, 2017).

Arabic learning problems are namely: academic problems, language problems, and psychological problems (Arifa, 2016). Each learner has the problems but has differences in type of problems depend on ability, motivation, environment. The focus of teaching needs to how learners can achieve language skill integratedly and use it to communicate properly.

Furthermore, one of teaching Arabic challenges is how to make the teaching and learning active, not only the teacher should be active but also the students must be more active until they learn more and how to learn regularly and learn by their selves. Some studies about 21st century education explained many characteristics of teaching and learning; active learning, student centered, cooperative learning, and critical thinking.

Teacher's creativity and innovation in the classroom is a must for 21st century education. The curriculum in its concept should be designed in collaborative learning environment which students can cooperate relate, respond one to another (Boholano, 2017). In term of the teacher, he has to integrate between information and communication related knowledge and skills. The teacher image changed from tradition to transformational (Miftari, 2014). The teacher needs to improve their skills in conducting teaching deal with Z generation.

For that reason, in the context Arabic as foreign language (AFL) learning in Indonesia, learning process tends to be teacher-centered. While the education 21st century learning process tends to be student-centered. Current AFL in Indonesia has to change in learning process and adjust the concept and characteristic of 21st century education; from teacher centered to student centered. Some learning design and strategies should be employed to make more effective or make the students more active. One of learning model is project-based learning (PjBL) that can promote active learning.

Some studies in language learning implementation show that PjBL is one of learning design that promote students centered and effective design of cultivating 21st century learning skill. PjBL can stimulate students' activities, creativities, accommodate students' interest, critical thinking and managing skill (Miftari, 2014; Takeda 2016; Farouck, 2016). Therefore, for enhancing AFL classroom design, PjBL can be implemented properly. This study designed to describe the implementation of PjBL in Tarikh Adab (History of Arabic Literature) course which employs content-based learning that language is used for media and all language skill integrated and subject Maharah Kitabah (Arabic Writing Skill) course which focuses on all language skills and it will be engaged and explored. For the next step, this study aims to explain how can PjBL design can promote learner to active and improve their skills.

2 LITERATURE REVIEW

2.1 Arabic as Foreign Language Learning

In modern times, the Arabic language has become a new factor for education growth and development. The press has grown, education can spread, the translation movement has been active, linguistic assemblies have been established in major Arab capitals and many universities have helped to develop and advance the Arabic language. It is today the official language in all Arab countries, and it is the language of education in all schools at all level. In this case, Arabic become one of official language in the world (Rikabi, 1998).

In some countries Arabic was taught as a foreign language. Some reasons implied to learn it. For some Moslem, Arabic is religious language, and for others Arabic is communication language. Arabic also used for academic purposed. In Indonesia, Arabic is included as foreign language, because this language is not used nationally and not the formal language to the country. Arabic was taught included in the curriculum and became area of study in the university.

Arabic teaching at university has a high difficulty. The conventional teaching make student bored, so that needed by refreshing usage of approach, method, active strategy to increase the quality study of Arabic language such as using active learning. From several studies found that the learning of foreign language by using the active learning approach get high student learning outcome and also high motivation (Fitriani, 2016).

In Indonesia context, teaching Arabic has developed since 1990s from as religious studies to new orientation as foreign language and communication language in this millennial era (Jauhari, 2007). The later development of approaching Arabic as communication language through interpersonal and intercultural, and it began to deal with religion, commerce, science, culture, politic, economic. The goal of Arabic teaching is expanded, whether on personal or institution (Tohe, 2018). The are many challenges for Arabic teaching to be improved and enhanced.

One of the paradigm of teaching Arabic is constructivism. It has a notion that learners get experience by direct experience and each learner have characteristic and motivation which different each other. Therefore, Arabic as foreign language learning must be implemented by interesting methods according to newest trend and challenge of language learning.

2.2 Active Learning

Active learning refers to instructional method that engages students in learning process. Active learning instructional method involves students wide range learning activities to do something and think what they do. It allows the students to listen, speak, read and write using many styles and techniques. Moreover, this learning encourages the students to participate in activities, interact with others, solve the problems, use critical thinking, and acquire creative thinking skill.

Active learning is one of suitable approach for language learning for 21st century that need creativity, critical thinking and problem solving, communication and collaboration, and language skill. Active learning approach is a constructivist theory that focus at student learning. In order to enhance the quality of student active learning in classrooms, they should be had an active role in decision making project, communication and creating meaning rather than memorizing information given by the teacher (Altunay, 2012). The meaningful learning activities employed in learning process. the core of this model is the students' activities and integrated leaning process. Moreover, these learning activities are students centered and requires the construction of knowledge and the building of concepts.

Active learning has positive impact on the quality of the student learning process and achievement motivation, it's mean that active learning as a way of

improving student learning in the classroom (Soltanzadeh *et al*., 2013) and active learning has evidence to support the effectiveness of student engagement for learning outcome, because student involvement is one of the most important factors of success in classroom activities (Prince, 2004). Active learning basically strengthening and provoking a stimulus and leaner respond in study, therefore the leaning process become more enjoyable.

2.3 PjBL in Arabic Language Learning

Project-based learning (PjBL) is one of method from active learning approach that organized learning around project. Project mean complex tasks including the challenge base on questions or problems (Takeda, 2015). PBL assist student in learning knowledge and sturdy skilled which developed base on authentic work, learning situation, environment, content, and relevant tasks, realistic, and present complexity natural of real world that can give experience of learner to leaner's object and obtained information and also can improve their attitude and cognitive achievement (Mahanal *et al*., 2010).

PjBL represents important features, there are collaborative work, sharing ideas, organizing and managing the time period for the completion of the project. The project is a complex task, with the challenging or problems. The students were involved in the design, problem solving and decision making through leaning activities. PjBL give them the opportunity to learn and work relatively autonomously over extended periods of time (deadline).

Learning responsibility, independence, and discipline are three outcomes of PjBL that promote social learning through the dynamic group, therefore the practice of this PjBL in classroom activity available for 21st skills future (Bell, n.d.). So, the learner can evaluate about their planning, negotiating, and result from their developing in team work. The students gain some skills such as real application experience and global competency, literacy and deal with national education standard.

In the context Arabic learning, the Arabic study has implemented PjBL. The application of Arabic learning with PjBL model can increase the language skills (Anggara, 2017). The students have active role in learning activities. In the process of PjBL, there are many main steps; design learning from the teacher, design project from the students, and presentation.

3 METHODS

This research employs qualitative research design. This method is aimed to describe and comprehensively complete description on phenomenon happening during implementation PjBL in AFL classroom and to explain how PjBL can promote active learners. In other words, this study explored and identified learners (participants) activities on every stage of PjBL.

This research was conducted at Islamic University students who attend the class of subject Tarikh Adab (History of Arabic Literature) in Arabic Language and Literature Department and students who attend the class of subject Maharah Kitabah (Arabic Writing Skill) in Arabic Language Education Department. It used the purposive sampling by selecting students to be participants in this study (Yin, 2003). The data were collected through observation during classroom activities, interview in and out classroom, and document (the learners' note and the product of the project).

The data were analyzed qualitatively using interactive model; data collecting, display, reduction, conclusion (Miles and Hubaerman, 1994). Stages of triangulation and discussion with colleagues were also done to validate the obtained data and analysis

4 FINDINGS & DISCUSSION

4.1 The Implementation of PjBL in AFL

This study provides the data on used of PjBL in Arabic learning. There are steps that conduct by the students for implementation of PjBL in two subject, Tarikh Adab (History of Arabic Literature) and Maharah Kitabah (Writing Skill). The two of these subjects represent two type of subject, one is the theoretical material subject, and the other one is language skill subject.

Tarikh Adab (History of Arabic Literature) is a subject that studied in forth semester about the history of Arabic Literature that develop in classic, middle and modern period. The students were asked to make a project about the literature in middle period by explaining art characteristic aspect along the poets. They asked to arrange a simple project by making a wall magazine in grouping. Every week they must have report for the progress.

Maharah Kitabah (Writing Skill) is the subject that studied in fifth semester. This subject focused on

creative writing about interview report, poets, news, and other writing depends on students' creativity. The student asked to arrange a writing project by making a wall magazine too. Therefore, every week they asked to reporting their task.

The teacher designed the main instruction about the subject and prepared the steps of PjBL what the students should do for the project before learning. The Implementation of stages PjBL activities in AFL classroom from observation and documentation during learning described in table 1.

Table 1: Stages of learning activities

No	Stages of Learning Activities	Teacher Roles	Students Roles
1	Preparation	The teacher designed the learning activities, material, and steps for the project	The students prepare to learn
2	Conduction classroom activities	The teacher ascertained all PjBL activities implementation in group.	The students were divided in groups.
3	Project design	The teacher enquires the students' project. The teacher knows all design of project each group.	Arrange the steps that must doing in group. Design the project Preparing all the materials for project. Division of duties of each member in group.
4	Discussion the role	The teacher conducted the observation of students' activities. The teacher classified students' difficulties involved do project. Teacher giving suggestion for student's difficulties.	Every member in group is discussing each other. Sharing the difficulties of project in group or to the teacher. Every member conducts their task.
5	Collaborative task	Teacher as facilitator	All member of group doing the task in and out of class.
6	Focus group discussion	The Teacher gived instruction for the project.	The students conducted the discussion of project.
7	Presentation	Teacher as facilitator in giving instruction to the result of project.	Presenting result of the project together.
8	Feedback and reflection	Teacher giving feedback for the repair of project.	All the student gave feedback for result of project every group.

The table showed the common learning activities in both subjects and the roles both teacher and students. The role of teacher as a facilitator of course of learning in classroom and student centered for implementation steps of PjBL in two subjects by making a wall magazine's project. The steps which must pass by the student for PjBL is preparation, project design, discussion, collaborative task, focus group discussion, presentation and reflection. For the feedback, student asked give comment and suggestion to project of other groups.

For the Tarikh Adab (History of Arabic Literature) subject, student prepare the literature (poems and prose) for project, making a wall magazine, discussion and presentation. Teacher and every student gave feedback for the result of project presentation. All the students do their task together from the beginning of the project until the end.

In Maharah Kitabah (Writing Skill) the student asked to design their creative writing project, making a wall magazine discussion and presentation. Teacher and every student give feedback for the result of project presentation. Every group should write some report, news, and poets, but for the theme and title they were free to choose depended on their interest. The theme of their magazine; al Jamiah (the university), al Syabab (The young generation), al Tsaqafah (the Culture), al Thalabah (The university students).

Every stage has learning activities that teacher and students has their roles. The teacher stands up as facilitator and supervisor. The students as designer the project. Every student has a role in their group of the project. These activities stimulate them to think and to design what they want to do the task. They used their imagination. They presented their interest for the project.

Some research also used these stages in learning implementation of PjBL (Kizkapan and Bektas, 2017; Dopplet, 2003; Arce et al., 2013), these stages give the students more activities in their learning, that can make them more active. The students have more activities than the teacher, therefore being students centered rather than teacher centered. The data

showed the high students' participation in learning and teacher's creative and innovative teaching. This finding supported the previous research in PjBL (Mali, 2016).

4.2 Learning Activities in PjBL Promoting Active Learning

When the students were asked to do the project, they must think how finish it well. By designing and imagining the task they seek the inspiration, the resources, doing the plan, managing the material and think how to solve the problems they faced. These activities force them unconsciously to be more active to think and to do something. Some students said when they were interviewed in group discussion that this project let them to explore their creativity and interest, and stimulate them to do best what they have. Thinking skill in PjBL is used to create the project and to present the reason why this project chosen. The project also trigger to think systematically with good planning (Rochmahwati, 2015).

Since the project done by the group, they learn how to work in team. Every student has the chance to work equally in accomplishing the goal. They discussed their ideas and learned how to cooperate and collaborate their thoughts. In the same way they learned to tolerate and respect others. While they work with group, the learned leading and management of organization however its the little task. Therefore, the teamwork skill of students developed accidentally.

Additionally, however the teacher gave the main language demand, the students asked to read and search the Arabic terms and related vocabularies to the theme of the project. They used them to express the ideas and write them in the magazine wall. That their language skill would increase four skills at once; listening, speaking, reading, and writing (Fragoulis, 2009). In the end of the project most of the students showed the improvement in four language skills. The speaking and writing had the most improvement.

While they work the project, they used the language for communication with the group and teacher. Everyone learn how to express his ideas and comment for others interactively during the discussion and presentation. Before presentation, they prepared well how the to delived their ideas trough the project. Therefore their communication skill would develop gradually.

The data showed that PjBL help the students to improve their skills through engagement and integrated learning activities. In the end of the class, the students did the reflection most of them argued

that they learn many things and learn many skills. Therefore, the meaningful learning implied in PjBL; foundational knowledge, integration, human dimension, caring, learning how to learn (Bell and Kahrhoff, 2006).

After the implementation of PjBL, students in two subjects, students gain experience in communicating and expressing opinions, so that the learning process runs smoothly, and the process of learning Arabic more interesting and not boring. Therefore, it is expected that Arabic learning will focus more to the students (student centered), and they will gain much experience in interacting during the learning process.

However, the role of teacher still important to implement this learning model (Patton and Robin, 2012). PjBL needs well designed learning and good designed management classroom. The task of the teacher is how to conduct the students to do the project and stimulate them to do the task as well as their potency and creativity. With no good preparation and conducting, this model cannot run well as expected.

5 CONCLUSIONS

There are some stages learning activities in the implementation of PjBL; firstly, the students are grouped to conduct activities. Secondly, each group design the wall magazine project. Then, they communicate and discuss the role of each student and the task. Next, they collaboratively do the task together inside and outside classroom. So, they do focus group discussion and the teacher monitor the process. After that, they present the project. Finally, feedback and reflection. The students have more activities through PjBL.

Learning activities in stages of PjBL can promote the more active students, which can help their thinking skill, teamwork skill, communication skill, and language skill. Thinking skill used when the students design the project, think the reason and solve the problem. They learn how to work in a team that promotes collaborative learning. They used the language for communication with the group and the teacher during creating the project and presentation that increase their language and communication skills gradually.

This study employs PjBL in AFL at university, this learning should be explored in other education level. The other teachers should implement this learning model in AFL both in content subject or language skill subject for developing and improving teaching process. According to the results of this

study many kinds of the projects can be implemented variously, especially for active-productive language skill (speaking and writing skill) to increase their language competence and for the content subject course to develop their creative, collaboration, and communication skill.

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