



IMPROVING LISTENING SKILLS THROUGH PROJECT BASED LEARNING AND NATIVE SPEAKERS AS LEARNING SOURCES IN MASTERING VOCABULARY AND SENTENCE COMPREHENSION

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DOI : <http://dx.doi.org/10.30829/tar.v31i1.3153>

ARTICLE INFO

Article History

Received : December 1, 2023

Revised : May 21, 2024

Accepted : June 13, 2024

Keywords

Listening Skills,
Project Based Learning,
Native Speaker,

Kata Kunci

Keterampilan Menyimak,
Pembelajaran berbasis Proyek,
Penutur asli

ABSTRACT

This research aims to analyze students' listening skills through project-based learning and native speakers as learning resources in higher education. This research uses a mixed research design with a quantitative and qualitative approach to test the effectiveness of learning listening skills using project-based learning. This research used a sample of 71 students studying listening skills at UIN Imam Bonjol Padang in the Arabic Language Education study program. The research results show that; 1) The effectiveness of using project-based learning in listening shows a significant increase; 2) Listening skills using project-based learning are identified as including understanding in identifying sounds, words and sentences and students are able to produce the speech they listen to through elaboration of listening and speaking skills using digital platforms. This research confirms that the use of project-based learning can improve student skills with an average increase from 69.3 to 74.7. Meanwhile, the implication in learning to listen is increasing ability in vocabulary and mastery of Arabic sentences.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis keterampilan mahasiswa dalam menyimak melalui pembelajaran berbasis Project dan native speaker sebagai sumber belajar di Perguruan Tinggi. Penelitian ini menggunakan desain penelitian campuran dengan pendekatan kuantitatif dan kualitatif untuk menguji efektivitas pembelajaran keterampilan menyimak menggunakan pembelajaran berbasis project. Penelitian ini menggunakan sampel 71 orang mahasiswa yang mempelajari keterampilan menyimak di UIN Imam Bonjol Padang pada program studi Pendidikan Bahasa Arab. Hasil penelitian menunjukkan bahwa;

1) Efektivitas penggunaan pembelajaran berbasis project dalam menyimak menunjukkan peningkatan yang signifikan; 2) Kemampuan menyimak menggunakan pembelajaran berbasis project diidentifikasi meliputi pemahaman dalam mengidentifikasi bunyi, kata dan kalimat serta mahasiswa mampu memproduksi ujaran yang mereka dengarkan melalui elaborasi keterampilan menyimak dan berbicara dengan platform digital. Penelitian ini menguatkan bahwa penggunaan pembelajaran berbasis project mampu meningkatkan keterampilan mahasiswa dengan peningkatan rata-rata dari 69.3 menjadi 74.7. Sedangkan implikasi dalam pembelajaran menyimak adalah peningkatan kemampuan dalam kosakata dan penguasaan kalimat berbahasa Arab.

Introduction

Arabic has been introduced from an early age, and taught from kindergarten, Ibtidaiyyah, Tsanawiyah, Aliyah to tertiary level (Muhammad Husni Mubarak, 2023). When studying a foreign language, especially Arabic, students need special abilities to master four language skills (Rahmawati et al., 2023). Arabic itself consists of four language skills (maharatul lughoh), namely listening skills (*maharatul istima'*), speaking skills (*maharatul kalam*), reading skills (*maharatul qira'ah*), and writing skills (*maharatul kitabah*) (Sari & Muassomah, 2020).

Listening skills are one of the language skills in teaching Arabic. Listening is the process of hearing with understanding and attention to the meaning and message of the sound. The focus of learning language skills that must be given to students is listening skills (Hidayatullah, 2023). Because there are still many students who are in a low position in listening skills (Imawan et al., 2023). In this case, the listening skills aims to give the students knowledge and lessons from the speaker. On the basis, listening skills require a first strengthening portion of language skills.

Listening activities in the classroom have aspects of the listener and the person conveying the message or speaker. Listeners are people who receive information from people who provide information (Nisa, n.d.). Listening activities are quite complex language activities because they involve various listening processes at the same time (Orba et al., 2021). When you listen to the sounds of language, at that moment your mind is actively working to try to understand and interpret what the speaker is saying, and at that moment you have to receive a response. In essence, the response given occurs after integration occurs

between the message heard and the background knowledge and listening experience. The response can be the same as what the speaker wants or it may not be the same (Amri & Kurniawan, 2023).

The key to students' success in listening to Arabic in class well and correctly lies with the teacher (Annisa et al., 2023). If teachers are able to choose topics and learning resources that suit students' level of ability, and have creativity in developing listening teaching models with many variations, this will certainly facilitate the learning process. In general, the purpose of listening or hearing training is to differentiate sounds where people listen so that they can differentiate sounds correctly, which sounds differentiate meaning, which sounds do not differentiate meaning, usually this is seen in someone who is learning a foreign language who It's fun listening to native speakers (Gandis, 2023).

To improve students' listening skills in higher education, an appropriate learning model is needed, namely learning that provides space for students to be able to express their ideas and thoughts on the topic being discussed and students can also explore more with their friends (Muslimati et al., 2023) . In this era, information and communication technology has become a staple in human life. There is a growing flow of innovation and use of the internet which always has an impact on all fields, including the realm of education (Syaipurrahman, 2023). The current learning trend is a form of response to the industrial revolution 4.0 which is considered to be in accordance with the changes and developments of the times and technology as follows: (1) learning can be carried out anywhere and at any time, (2) learning can be done individually, (3) students have opportunity to choose the material to be discussed and studied, (4) learning can be done in the form of projects or project-based learning, (5) direct learning based on experience in the field such as project guidance, internships, and collaborative projects, (6) learning in the form of application and practice , (7) learning outcomes are not tested but evaluated, (8) learning is modular, meaning that students' opinions will be considered in designing and updating the curriculum, and (9) learning is student-centered (Sujefri & Habibah, 2022).

One of the effective learning sources in shaping students so they can learn independently without forgetting (Muslimati et al., 2023) cognitive, affective and psychomotor aspects is project-based (Fatah, 2023). Project-Based Learning (PjBL) is an innovative learning approach that emphasizes contextual learning through complex activities. In this project-based learning, the teacher acts as a facilitator for students to obtain answers to guiding statements. So that they get used to working together or collaborating and learning

resources can develop (Hamdiah et al., n.d.). The learning steps in PjBL as developed by the George Lucas Educational Foundation (2014) and Williams & Williams consist of: (1) Start With the Essential Question, namely learning begins with a question that can assign students to carry out an activity, (2) Design a Plan for the Project, namely planning carried out collaboratively between teachers and students which contains the rules of the game, and others, (3) Create a Schedule, namely compiling a schedule of activities in completing the project, (4) Monitor the Students and the Progress of the Project, namely that educators are responsible for monitoring student activities while completing the project. (5) Assess the Outcome, namely that assessments are carried out to assist teachers in measuring achievement of standards, evaluating student progress, providing feedback about students' level of understanding, (6) Evaluate the Experience, namely teachers and students reflect on the activities and results of projects that have been carried out.

In general, the implementation of Project Based Learning is in accordance with the National Education System Law no. 20 of 2003 article 40 paragraph 2, which explains that the obligation of educators in learning is to create an educational atmosphere that is meaningful, fun, creative, dynamic, dialogical and has a professional commitment to improving the quality of education (Aisa & Khoirun, 2023). Not only that, in learning a foreign language, it is also easier for students to often listen to Arabic from native speakers (Rachmawati & Arifin, 2023). For example, the campus invites native speakers from the Middle East to a conference or language seminar in order to train students to listen to Arabic and get used to sounds related to Arabic. Because the more often students learn to listen to native speakers, the better their skills will be in differentiating the sound of letters and the meaning they hear. Nowadays, it is very easy for students to learn, because there are so many media that provide their needs in obtaining learning resources (Hamdiah et al., n.d.).

The urgency of project-based learning is very important aspect. This is supported by various previous findings. As one research shows that project-based learning can improve problem solving, the quality of writing scientific reports for students (Sultan et al., 2023), improve HOTS thinking skills (Ali, 2022), increase creativity (Shodiqoh & Mansyur, 2022). The role of native speakers in foreign language learning also has an important portion. This is because with the presence of native speakers, students are able to increase the self-confidence of language learners (Makruf, 2020), and increase the student's interest in learning (Maghfirah, 2017). Based on the urgency of these two variables, this research aims to identify

the effectiveness of project based learning and native speakers as a source of student learning in Arabic listening skills qualitatively and quantitatively.

Method

This research used mix method such as quantitative and qualitative approach with respondents as many as 71 first semester Arabic Language Education students. The respondents consisted of two classes studying listening skills. The research data sources include project-based videos developed by students and the learning process through native speakers. The distribution of respondents can be seen in the following diagram.

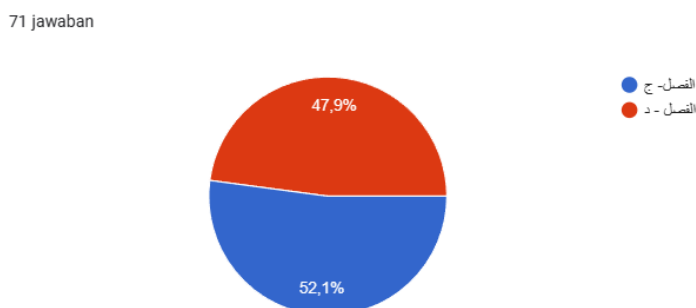


Figure 1. Distribution of Respondents

The data collection technique is through observation techniques in listening learning activities for 3x45 minutes in one meeting and 90 minutes of listening learning through native speakers. Meanwhile, the documentation technique is in the form of evaluation of listening learning and student project assignments which are uploaded to Instagram media.

The data source is student assignments uploaded on Instagram. The data analysis technique uses Milles and Hubberman's theory with four stages, namely: 1) the researcher collects data through various sources, 2) the researcher classifies the data that has been obtained based on the formulation of the research problem, 3) the researcher presents the data and draws conclusions based on research findings. Meanwhile, the data validity technique uses data source triangulation techniques, namely through checking observations, interviews and documentation of student project assignments.

Results and Discussion

Learning listening skills in the language education study program at UIN Imam Bonjol Padang takes place in the first semester. The listening learning plan consists of 13 materials:

الالتحاق ,بين القرية والمدينة ,الإنسان يحتاج إلى الترويح في العسل شفاء ,الدراسة ,الطعام والشراب ,الحياة اليومية ,السكن ,الأسرة ,التعارف
الجزيرة البث المباشر ,كليم الله موسى عليه السلام , الحلقة 1 , الجزء 1 ,البحث عن العمل ,بالجامعة

The objectives of listening learning are so that students are able to retell texts or conversations by being able to understand the message content well from the text they hear with the theme *al-hayah al-yaumiyyah*, practice their listening skills by determining answers to questions related to the theme they hear and choosing the most appropriate statement to use. Each answer choice given is related to the text heard.

The steps for learning to listen using the Project-based learning model are as follows. *First*, the lecturer introduces material entitled "*al-hayah al-yaumiyyah theme*" and shares the video link which is sourced from YouTube media with varying duration. *Second*, learners listen the videos. *Third*, the lecturer instructed to review the story personally regarding the vocabulary contained in the video that had been watched using recordings and uploaded on the students' Instagram social media. *Fourth*, the lecturer provides comments and reviews regarding students' understanding in watching the video through notes in the WhatsApp group. *Fifth*, the students can identify and correct mistakes in understanding the message in the video. As an example of a student project, it can be seen in the following image.

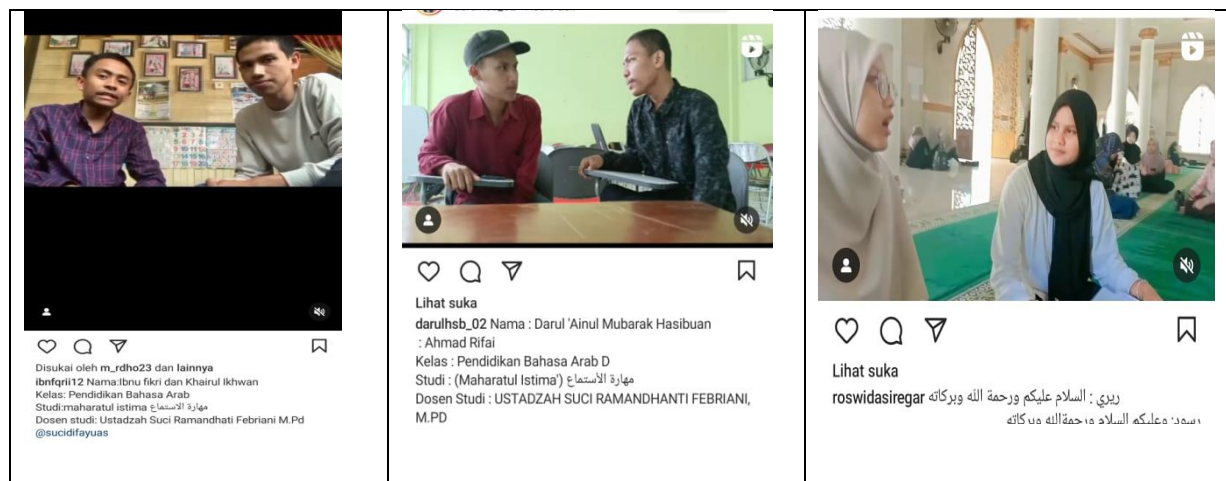


Figure 2. Listening Project Tasks

After students upload their assignments, the next step is listening practice on the same topic through a native speaker from Egypt, namely Dr. Abdul Hamid. The listening learning can be strengthened through the process of listening to native speakers for 90 minutes via Zoom media. After students complete the project assignment, the lecturer evaluates the students' work using an assessment system. There is an increase in the average student skills in learning listening skills using the project based learning system as follows.

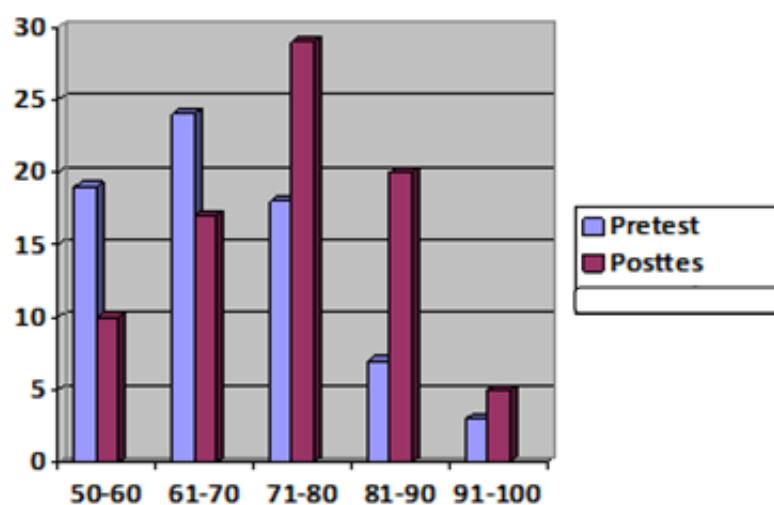


Figure 4. Learning Results for Listening Skills based on the PJBL Model

Based on Figure 4, it is known that there is an increase in the average student in the listening learning process after using the project-based learning model. The average increase started from 69.3 to 74.7. This indicates that project-based learning can improve listening learning outcomes and increase students' understanding of listening exercises with native speakers through predetermined themes.

According to Tarigan, listening skills as quoted by Yogie Maulana (Ikhbal et al., 2021) are the basis of other skills, namely speaking, reading and writing skills. There will be no speaking skills before someone has listening skills. Listening explores the process of listening to language sounds, identifying, interpreting, assessing and reacting to the meaning contained therein (Perayani, 2022). Listening involves appreciation, memory, understanding and even the situation that accompanies the language sounds being listened to must also be taken into account in determining the meaning.

Listening is a receptive skill (Azizan, n.d.), by listening a person must be able to understand, interpret and respond to information conveyed orally. Besides that, listening skills require you to understand the intent and purpose of the speaker or the meaning of something you hear (Ilana et al., 2021). Furthermore, this skill involves what is communicated and being able to respond appropriately to the information heard. Understanding the message is an aspect that must be present in listening skills. The ability to understand the ideas, intentions and information conveyed by the speaker. This activity requires focusing on the content of the message and being able to understand the context. Another aspect of listening skills is analyzing and interpreting (Rahmawati et al., 2023). Analyzing the information heard,

arranging it logically and interpreting it in order to draw conclusions and make appropriate responses to what is heard.

In Arabic, this skill is known as *maharah al-istima'*. Through this skill a person will know vocabulary and sentence forms (*at-tarakib*). This is a means to be able to speak Arabic in communicating according to the grammar of the Arabic language itself (Sholehuddin et al., 2020). *Maharah al-istima'* is closely related to *maharah al-kalam* (Nurbaiti, 2023). Someone will speak well when their listening abilities and skills are also good. Listening skills, especially in Arabic, will be good if you can understand information conveyed in Arabic orally which involves the ability to capture words, phrases, ideas and context conveyed in conversation or material in Arabic.

Ashwat knowledge has an important role in mastering listening skills or *maharah al-istima'* (Imawan et al., 2023). Ashwat science provides a basic and in-depth understanding of the sounds of the Arabic language. In the science of al-Aswat, the characteristics of sounds in Arabic are discussed, such as vowel sounds, consonant sounds, voice intonation, nasal and nasal sounds. Knowing the properties of letters will make it easier to understand the sounds of Arabic, so that you can convey messages well.

In learning Arabic, there are several listening skill strategies that can be used. *First*, use active techniques; namely repeating briefly something that has been heard, nodding and responding to something that has been heard. *Second*, concentration; Give maximum attention and avoid distractions that might interfere with concentration in listening. *Third*; intensive listening; podcasts, listening to lectures and discussions are tools that can be used to listen to Arabic intensively (Hidayatullah, 2023). One of the basic concepts of the approach to learning is where students are directly involved in real projects that require problem solving, known as project based learning (PjBL) (Diana et al., 2020). The projects given are related to certain goals and certain problems that require a solution to these problems. This allows pupils/students to gain a connection and relevance of lesson material to everyday life.

Project Based Learning requires students to be actively involved (Tika & Agustina, 2021). Besides that, the PjBL approach involves integration between several courses in various concepts and knowledge. This is also skill development in the 21st century and also this era of digital transformation. The focus of learning in PjBL is students, they are given the freedom to explore their interests and talents in the learning context they are participating in.

It can improve communication and collaboration skills in students. This learning allows active student involvement through reality and simulation-based projects (Mursid et al., 2022). This activity can help students understand the context of using Arabic in practical situations. In practice, students are asked to listen and understand Arabic used in real contexts in the form of discussions, presentations and other social interactions.

Handoyono further explained that project-based learning can develop students' analytical skills (Handoyono et al., 2020; Febriani et al., 2023). Developing analysis can take the form of understanding implied information, recognizing arguments and interpreting the message conveyed by the speaker. This allows students to have higher motivation in learning foreign languages, especially Arabic. From the description, it can be concluded that project-based learning can increase student learning motivation. In learning Arabic, PjBL can provide real opportunities for students to interact with Arabic in relevant contexts. Significantly, this activity can help students improve their listening skills. In the relation, learning Arabic is an authentic model. Native speakers have a role as direct models in speaking clearly and correctly. This can help Arabic language learners know Arabic intonation directly (Vulchanova et al., 2022). Apart from intonation, vocabulary, grammar and expressions used by native speakers can directly help students use Arabic well.

Authentic pronunciation and accent help pupils to improve their abilities in foreign language pronunciation (Calafato, 2019). In terms of Arabic pronunciation, native Arabic speakers really help students in pronouncing the language correctly. Apart from studying the language, students can also understand the cultural aspects of speakers of that language. Native speakers can provide direct insight and knowledge of their culture to learners. With regard to using the right language in the right situations and conditions, native speakers can explain it well.

Native speakers can also provide direct corrections to language that is not used correctly by students. This can help students in correcting their mistakes and improving language skills. Through direct interaction with native speakers, students have the opportunity to hone their brand communication skills naturally and more authentically. (J et al., 2019). Direct interaction with native speakers of a language can often increase students' motivation to learn a foreign language. Listening to stories, experiences and conversations from native speakers can be an inspiration for students to continue learning the language. The more

frequent the intensity of meetings and direct communication with foreign speakers is an indicator of better foreign language skills.

Learning Arabic in universities, especially Islamic universities, is a main characteristic. Arabic is a tool and resource for students in understanding the Koran, hadith and other sources of knowledge that use Arabic. Apart from that, Arabic is also integrated with other subjects to deepen students' knowledge, especially regarding the main sources of Islamic studies. Learning sources are not only classical sources such as classical books, but also modern sources in the form of digital media and online learning resources. Therefore, learning Arabic in higher education must use a unique and more specific approach so that mastery of Arabic becomes better.

Conclusion

This research concludes that: 1) The effectiveness of using project-based learning in listening shows a significant increase; 2) Listening skills using project-based learning are identified as including understanding in identifying sounds, words and sentences and students are able to produce the speech they listen to through elaboration of listening and speaking skills using digital platforms. This research confirms that the use of project-based learning can improve students' skills in developing listening ideas for students in higher education. This research is limited to the methods and samples used, on that basis the researcher recommends further research with more varied research methods and testing its effectiveness quantitatively.

Acknowledgement

The researchers would like to thank the Institute for Research and Community Service (LP2M) UIN Imam Bonjol Padang for providing the opportunity and supporting lecturers in this research.

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