Effectiveness of Problem-Based Learning Model (PBL) to Improve Listening Skill in Arabic Language Courses

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ABSTRACT

Problem-based learning (PBL) is seen as a learning strategy that can motivate students to be actively involved in learning. Student motivation and activeness in learning will support student success in achieving maximum learning outcomes. Research related to the effective use of PBL in learning shows that PBL is effective in increasing active student involvement in learning and fostering students' courage to express their opinions. The concept of problem-based learning (PBL) is one embodiment of the constructivism approach and is in accordance with the 2018 State University Malang curriculum named Life-Based Curriculum, because this model was built not to help teachers provide as much information to students (participants students). This PBL model was developed to help students develop thinking skills, problem solving, and intellectual skills. The purpose of this study is to describe the development of problem-based listening strategy learning models, model validity, student activeness, and learning outcomes in the learning process. The method used in this study is classroom action research. The results showed that the PBL model is very valid for use in the listening learning process, increasing student activity in learning, and improving learning outcomes.
*Keywords***:** *effectiveness, Problem-Based Learning, model, listening, Arabic, discourse*

1. INTRODUCTION

The results of research showing the effectiveness of the problem-based learning model are stated by Nurizzati [1], Yewa and Gohb [2], Assaf [3] , and Dewi [4]. PBL can create independent learning classes, learn to learn, learn authentic, and can create a more conducive, democratic, interactive communicative, and participatory classroom atmosphere (Ibrahim and Nur, [5].

Problem-based learning provides an effective way to transform abstract learning into concrete. By introducing problems that are relevant at the beginning of learning, learning can attract the attention and interests of learners and provide opportunities for them to learn through experience. The atmosphere of learning and learning is directed so that students can develop their potential, so education must be oriented towards students (student active learning) and students must be seen as someone who is developing and has potential. While the task of educators is to develop the potential of children (Nurhidayati,[6]).

Problem-based learning strategies can be applied through individual activities, not only through group activities. Problem-based learning can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. In this problem-based learning strategy there are 3 main characteristics, namely (1) problem-based learning strategy is a series of learning activities meaning in this learning does not expect students to just listen, take notes then memorize the subject matter, but through the problem-based learning strategy of students actively thinking, communicating, searching and processing data and finally concluding it (2) learning activities are directed to solve problems. Problem-based learning strategies place problems as keywords in the learning process. That is, without problems there is no learning process; (3) problem solving is done by using a scientific thinking approach. Thinking using scientific methods is a process of deductive and inductive thinking. This thought process is carried out systematically and empirically,

systematically meaning scientific thinking is carried out through certain stages, whereas empirical means the process of problem solving is based on clear data and facts.

Regarding the importance of listening skills, Cahyono [7] stressed that listening skills can help learners participate properly in oral communication, because communication cannot be successful if the message conveyed is not understood. Anderson and Lynch [8] state that the success of speaking skills depends on the success of listening skills. Listening is an active process that requires the active listener to construct the message conveyed by the speaker through understanding accent, speaker attitude, spelling, grammar, vocabulary, phrases, discourse markers, and cohesion tools.

Gu Yongki [9] states that listening forms can be categorized into several types depending on the perspective reference used, based on the psycholinguistic perspective reference there is a top down, bottom up, and interactive listening process, while based on the functional perspective reference there are transactional and interactional listening activities, while based on the perspective perspective of the type of language learning training as a foreign language there are several types of listening, namely intensive listening, extensive selective, interactive, responsive, and outonimies. Nguyen and Newton [10] state that the activation aspect of the schemata in the listening process helps the understanding and effectiveness of the listening process.

Some factors that determine students as listening can understand the message are: (1) before listening, in the form of background knowledge relating to the contents of the listening message. Listeners must be able to connect what is listened to known knowledge and the speaker or lecturer must help to connect them (2) during the listening process, which is in the form of using various strategies and techniques to assist their memories in organizing the message received. (3) when the listening process is complete, i.e. apply what they see so that this is an impetus or cause to remember information / messages received.

2. RESEARCH METHODS

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3. RESEARCH RESULT

Development of Listening Learning Strategy Model Based on Problems Speaking Arabic Language

In more detail an open questionnaire towards the lecturer obtained the following information.

1) that it is important to develop a learning strategy model as a guide in designing and implementing listening learning, because in the implementation of learning it is always necessary to innovate so that learning objectives can be achieved effectively and optimally
2) listening learning objectives are the achievement of learning objectives to the maximum, and students can be motivated to be active and like listening to subjects.
3) the benefits of implementing listening learning students get vocabulary exposure and sentence patterns through the listening process with a variety of themes.
4) the desired presentation of the listening learning strategy model is a strategy model that can enable students in the listening process and make it easier for students to achieve learning objectives.
5) the competencies desired to be included in the listening strategy learning model are: (a) Identifying and writing speakers' vocabulary and expressions; (b) distinguishing types of vocabulary and sentence patterns; (c) Classifying the types of vocabulary and sentence patterns; (d) explain the meaning of the sentence, dialogue, story, poetry, etc. (e) give comments related to listened speech; (f) evaluate the positive and negative aspects of the material being listened to; (g) compiling questions related to the material listened; (h) classifying sentence patterns of the material being listened to; (i) provide appreciation of the film or song or poetry lyrics; (j) estimating the storyline; (k) answering questions related to the contents of the listened material; (l) make conclusions related to the material listened; (m) able to identify the intrinsic elements of a story which include: theme, style of language, plot, setting, and characterizations in the story or film he listened to; (n) retelling of material that has been listened to; (o) take wisdom from a listening story; (p) writing aspects of important aspects of listening discourse; (q) answering questions related to the content and pattern of sentences of listening discourse.
6) the lecturers are of the opinion that the problem-based learning model is a learning model that can activate students, enhance higher-order thinking, make students creative and critical, provide a variety of varied training. (7) the strategies / methods / steps of teaching and learning activities that are known about the problem-based learning model is a teaching and learning process that is based and aims to solve the problem.
7) forms of exercise to develop the skills of listening to the Arabic language of students is by how to sort words into sentences, which are in accordance with the sentences that are listened, answer questions according to the content of the meaning of the listened text, make

examples of sentence patterns according to the pattern of sentences that are listened, make questions from listening discourse, and make conclusions from listened discourse, etc.
8) the form of question / evaluation desired from the problem-based learning model for listening subjects is to discuss listening speech with a variety of interesting themes, present the results of the discussion of the assignments given, retell the listening film.
9) students 'understanding in listening learning is not maximal,
10) students' constraints faced in listening to learning are limited vocabulary, limited understanding of grammatical patterns, speech speed, complexity of sentence patterns,
11) what causes these obstacles is student language competence, and the use of learning strategies,
12) difficulties in the listening learning process are the difficulties in finding media and materials that are in accordance with the students' language skills, there is no standard guidance on effective listening learning models so that learning models need to be created as a foundation for teaching and learning activities used in the classroom and varying exercises are arranged and use interesting and varied themes with reference to various interesting models including problem-based learning models, cooperative learning, task-based learning, etc.

3.1 Designing Learning Strategy Models

The following are examples of Problem Based Listening learning strategy models, which have been applied to listening courses in the Arabic Language Study Program at the Faculty of Literature, State University of Malang.

3.1.1.   Stage I Orientation the problem

Some of the problems that are expected to be solved in the listening learning process in the Arabic Language Study Program, Department of Arabic Literature, Faculty of Letters, State University of Malang, are:
1. Identifying and writing speakers' vocabulary and expressions
2. Distinguishing types of vocabulary and sentence patterns.
3. Classifying the types of vocabulary and sentence patterns.
4. Explain the meaning of the sentence, dialogue, story, poetry, etc.
5. Give comments related to listened speech.
6. Evaluate the positive and negative aspects of the material being listened to.
7. Compiling questions related to the material listened.
8. Classifying sentence patterns of the material being listened to.
9. Provide appreciation of the film or song or poetry lyrics.
10. Estimating the storyline.

11. Answering questions related to the contents of the listened material.
12. Make conclusions related to the material listened.
13. Able to identify the intrinsic elements of a story which include: theme, style of language, plot, setting, and characterizations in the story or film he listened to.
14. Retelling of material that has been listened to.
15. Take wisdom from a listening story.

3.1.2. Stage II Organizing Of Learning

At this stage lecturers and students discuss matters related to the material, learning process, and how to achieve problem solving that has been determined in the first stage, including:
1. Determination of the theme of the material for each meeting.
2. Determination of the issue or problem to be solved.
3. Determination of the type of learning assignment
4. Determination of the method and application of problem-based learning
5. Determination of the learning steps
6. Determination of learning media
7. Determination of the type of evaluation of learning.
8. Division of groups and types of learning tasks.

3.1.3. Stage III Guide individual and group investigations

At this stage students with the guidance of lecturers discuss matters relating to, problems or listening problems that must be solved both individually and in groups, reviewing references to solve problems, understanding and discussing material, carrying out the learning process in accordance with the problem to be solved, and choose how to achieve the problem solving that was determined in the first stage.

3.1.4. Stage IV Develop and present the work

At this stage each group compiles the results of the discussion, to be presented in class as scheduled.

3.1.5. Stage V Analyzes and evaluate the problem-solving process

At this stage the lecturer and other group members participate to provide reviews, criticisms, suggestions, and questions on the results of the group discussion presentations.
The material themes developed are in accordance with the material themes in the RPS for Istima 'Ibtidai. In summary the problem-based learning model has the following characteristics: (1) learning starts with a problem, (2) ensures that the problem given relates to the real world of students, (3) organizes lessons around problems, not around

disciplines, (4) give great responsibility to students in directly forming and running their own learning process, (5) using small groups, and (6) demanding students to demonstrate what they have learned in the form of a product or performance.

Operationally the example of the Problem Based Listening Learning Model for the Listening course is as follows.
I. Orientation to the problem
1. The lecturer divides students into small groups.
2. Lecturers and students classify the problems that will be discussed and resolved in the listening process.
3. Some problems that are expected to be solved in the listening learning process are:
4. Write the speaker's vocabulary and expressions.
5. Distinguishing types of vocabulary and sentence patterns.
6. Classifying the types of vocabulary and sentence patterns.
7. Explain the meaning of the sentence syiir song.
8. Give comments related to listening songs.
9. Compiling questions related to the material listened.
10. Classifying sentence patterns of listening material.
11. Provide appreciation of the song lyrics.
12. Answering questions related to the contents of the listened material.
13. Make conclusions related to the material listened.
14. Read the list of songs that have been listened to and sing them.
15. Take wisdom from syiIr songs that are listened to.
16. The lecturer divides the groups and problems that must be solved:
    a. Group I solved problems 1, 2 and 3.
    b. Group II solved problems 4, 5 and 6.
    c. Group III solved problems 7, 8, and 9.
    d. Group IV solved problems 10, 11 and 12.

If the group is more than that then it can be given the same task as groups I, II, III, and IV.
The validity of listening strategy models based on Arabic speech problems, expert tests and field tests were conducted. Expert tests were carried out by a team of Arabic language experts and learning strategy experts. From this expert test obtained input about the types of problems that are usually used as a focus in listening learning that is sorted and arranged based on problems in the simplest listening process leading to the more complex. The field-test was conducted in 2 classes for students of the 2017-2018 class who took the Listening course, with lecturer supervisor Dr. Nurhidayati, M.Pd, and Ali Maksum, S.Pd; M.Hum. From the questionnaire given to the 2 expert teams namely Arabic linguists and learning strategies experts obtained data that 96% of the lecturers stated that the learning strategy model developed was very good and 4% stated that the learning strategy model was in the good category of a total of 22 answers with detailed answers to number 3 (good category) 4 answers, and number 4 (very good category) 22 answers.
From the questionnaire given to the 2 experts obtained data that 98% of lecturers stated that the learning strategy model

developed was very good and 2% stated that the learning strategy model was in the good category of a total of 22 answers with detailed answers for number 3 (good category) of 2 answers, and number 4 (very good category) of 20 answers.

The questionnaire given to the students participating in the study list obtained data that 83.5% of students stated that the learning strategy model developed was very good and 16.5% stated that the learning strategy model was in the good category of 377 answers with detailed answers for number 3 (good category) as many as 62 answers, and number 4 (very good category) as many as 315 answers. From the expert test and the field-test, it was obtained that the problem-based listening strategy model developed was very valid for use.

Some suggestions obtained through open questionnaires are students' expectation to receive listening training materials that are easy to understand and the speed is in accordance with their average abilities. Students also state that listening is the most difficult language skill, but with the help of problem-based learning exercise models, we focus more on listening because it is clear the problems we have to solve, and through problem-based learning models can help each other understand the speech listening, through group work, and collaborating with each other in discussion activities.

Increasing student activity through the application of listening strategy models based on Arabic speaking utterance problems

Increased student activity in the learning process can be seen from the results of observations and questionnaires, as well as study documentation. The observation results showed that all students actively participated in the learning process, even though the learning assignment was collective, the lecturer's evaluation was also aimed at each individual. In the presentation activities, each individual must participate and be actively involved in presenting their duties. Evidence of activeness is also strengthened by the results of assignments collected and presented on time. Observations made during Problem Based Listening show the positive responses of students shown by activeness in discussions, recording vocabulary, sentence patterns, core material, actively asking questions when finding obstacles,

trying to work and solve problems as well as possible, and presenting the results of their discussion . Thus, this model has the advantage of arousing curiosity, fostering enthusiasm for learning to successfully reveal answers to the results of critical thinking independently (Ainin), [12]. Birgili [13] revealed that problem-solving, self-directed, and collaborative learning skills will grow and develop in students during the problem-solving process. Problem-based learning will accommodate students to build their knowledge and actively participate in making a work or product after the learning process they go through (Saragih, and B. Sinaga, [14]

The results of the open and closed questionnaires given to students and lecturers indicate the active involvement of students in learning, because the learning steps and tasks are clear, and the listening process becomes the focus, in accordance with the tasks specified for each group. Utilization of the developed learning strategy model illustrates group and or independent learning processes for students. One hundred percent of learning experts state that the learning strategy model can increase student activity in the listening learning process. The results of the study are consistent with Assaf's [3] research which states that problem-based learning can motivate students to actively write and present them verbally, and make students creative and active in groups. The increase in learning outcomes is in accordance with research by Yewa and Goh [2] which states that problem-based learning is very effective in achieving learning objectives and increasing student activity in learning.

Improving student learning outcomes through the application of listening strategy models based on Arabic speaking utterance problems, problem-based learning can be defined as a type of learning that involves problems and gives students the opportunity to design an investigative activity in order to make a conclusion to the problem being studied (Aidoo et al.,[15]) Achievement of the application of the model is evaluated based on test scores, where UTS is implemented before the problem-based learning model is applied and UAS is implemented after the model is applied. Student learning outcomes from two different treatments as presented in Table 1.

Table 1 Achievements in learning outcomes of Arabic language students

Test	Score	
	Lowest Competency Class	Highest Competency Class
UTS*	64,5	77,51
UAS**	69,444	89,06
Increase	4,944	12,45

In general, problem-based listening learning models can improve student learning outcomes. This is indicated by an increase in value before and after the model is applied at 4.944 and 12.45 points respectively in the class with the lowest and highest competency. These results are also consistent with research by Nurizzati et al. [1] which showed an increase in student learning outcomes and motivation after the problem-based learning model was applied. In previous studies with similar methods, the application of problem-based learning models was able to improve student learning outcomes in economic subjects that were evaluated based on pre-test and post-test scores (Winarning, and D. Wulandari, [16]). Likewise, Andyana [19] stated that PBL can improve learning activities, critical thinking skills, and students' understanding of the concepts of biology material.

4. CONCLUSION

The problem-based listening learning model is a model developed by referring to the semester lecture plan (RPS) and syllabus of the Tsanawi Listening course held in the fourth semester. The themes in the RPS and syllabus are themes that are developed as material taught in the learning model. The learning model begins with the determination of the learning syntax in accordance with the concept of problem-based learning. The syntax is then implemented in learning and adjusted to the characteristics of listening learning.

Then the problem-based listening strategy learning model is designed with reference to the competencies contained in the RPS and Listening Ibtida'i syllabus. From the theme of the material, then the listening problems related to the listening strategy are determined, from these problems the learning steps are then arranged, and the tasks that must be completed by students individually or in groups.

After the model has been prepared, it is validated by Arabic learning experts and listening learning strategies. Based on expert input, the product is revised and then trialed in class, to get input and validated through questionnaire and interview instruments, and observation.

Based on various expert tests and trials, it can be concluded that the developed strategy model is declared valid to use, can improve

Some things that can be suggested for lecturers related to listening learning are the lecturers should limit the task of listening through focusing on the problem that must be solved. Various problems assigned to students can be randomized so that students can complete various tasks vary. The problem of listening to Arabic learners can be a focus of listening. These problems can be planned by the lecturer and communicated to students to get input. It is recommended that listening lecturers be able to use the listening learning model with modifications according to the characteristics of students and the theme of the discourse taught.

ACKNOWLEDGMENT

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