

Effectiveness of Problem-Based Learning Model to Improve Listening Skills in Foreign Language Courses

Keberkesanan Model Pembelajaran Berasaskan Masalah untuk Meningkatkan Kemahiran Mendengar dalam Kursus Bahasa Asing

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ABSTRACT

Strengthening the foundation of the foreign language would be more beneficial to the students to be used as the medium of instruction in certain situations. Learning a foreign language needs a different kind of language acquisition, including listening skills. Language could be a barrier to communication, whether verbal or written, when information is presented. Problem-based learning (PBL) is a student-centered learning which promotes collaboration and critical thinking through solving open-ended problems. This process of solving problem consequently drives students to be actively involved in authentic learning situation. Accordingly, this study aimed to develop a problem-based listening strategy learning model in order to facilitate the acquisition of Arabic as one of the foreign language courses at State University Malang, Indonesia. The study was conducted using observation, documentation, interview and questionnaire techniques. The design based on the research development model adapted from Willis's R2D2 development model, this study incorporated four stages which are i) orientation of the problem, ii) organizing learning, iii) guiding individual and group investigations, and iv) analyzing and evaluating the problem-solving process. Findings accentuated the role of PBL model in the listening learning process. It increased the student involvement in listening activities and improved the learning outcomes. These findings implied that the model could be implemented in learning foreign language, especially in listening skills and this points out possible directions for more effective uptake of learning foreign languages.

Keywords: Problem-Based Learning; model development; listening skills; foreign language; Arabic.

ABSTRAK

Penguatan asas bahasa asing akan lebih bermanfaat bagi pelajar untuk dijadikan bahasa pengantar dalam situasi tertentu. Belajar bahasa asing memerlukan pelbagai jenis pemerolehan bahasa, termasuk kemahiran mendengar. Bahasa boleh menjadi penghalang komunikasi, baik secara lisan maupun tulisan, ketika informasi disampaikan. Pembelajaran berasaskan masalah adalah pembelajaran berpusatkan pelajar yang mempromosikan kolaborasi dan pemikiran kritis melalui penyelesaian masalah terbuka. Proses penyelesaian masalah ini mendorong pelajar untuk terlibat secara aktif dalam situasi pembelajaran autentik. Oleh yang demikian, kajian ini bertujuan untuk mengembangkan model pembelajaran strategi mendengar berdasarkan masalah untuk memudahkan pemerolehan bahasa Arab sebagai salah satu kursus bahasa asing di Universiti Negeri Malang, Indonesia. Kajian ini dibentuk berdasarkan model pembangunan penyelidikan yang diadaptasi dari model pembangunan R2D2 Willis. Kajian ini merangkumi empat peringkat iaitu i) orientasi masalah, ii) mengatur pembelajaran, iii) membimbing penyelidikan individu dan kumpulan, dan iv) menganalisis dan menilai proses penyelesaian masalah. Dapatan menunjukkan peranan PBL dalam proses pembelajaran mendengar. Ini meningkatkan penglibatan pelajar dalam aktiviti mendengar dan meningkatkan hasil pembelajaran. Penemuan ini menunjukkan bahawa model tersebut dapat dilaksanakan dalam pembelajaran bahasa asing, terutama dalam kemahiran mendengar dan ini menunjukkan kemungkinan petunjuk untuk penggunaan PBL yang lebih berkesan dalam mempelajari bahasa asing.

Kata kunci: Pembelajaran Berasaskan Masalah; pengembangan model; kemahiran mendengar; bahasa asing; bahasa Arab

INTRODUCTION

Learning a foreign language needs a different kind of language acquisition, including listening skills. Those skills interconnected to others such as reading, writing and also speaking skills since early childhood (P. Semorlan & Semorlan, 2015). Some scholars believe that strengthening the foundation of the foreign language would be more beneficial to the students to be used as the medium of instruction in certain situations (M. Vicerra & Javier, 2015). In the other hand, one can see the need to master foreign languages when it comes to dealing with foreigners from different countries. Language could be a barrier to communication, whether verbal or written, when information is presented. (Srichampa et al., 2019).

In line with the development of the inner civilization millennium era, the majority of institutions of higher learning in Asian countries also enacted policies that promote language learning abroad (Hayeeteh et al., 2020). Indonesia, as one of the South East Asian countries, is actively working on literacy programmes through educational institutions, from early childhood education to high school education. (Rosa, 2019) Such a tendency is also seen to affect the continuing need to study foreign language such as Arabic in higher institutions. This paper will discuss the effectiveness of the Problem-Based Learning Model (PBL) to improve listening skills in learning Arabic as one of the foreign language courses offered at State University Malang, Indonesia.

Finding the most successful solution and acceptable teaching method for students is one of the most difficult challenges educators face in today's classroom (I. S. Ibrahim & Adnan, 2020). PBL has been shown to be successful in helping students acquire awareness and soft skills. (M. E. Ibrahim et al., 2018). PBL has been used in a number of different disciplines for over 40 years. It has been studied and researched in other areas, including education, even though it began in medical schools. (Strobel & van Barneveld, 2009; Abdullah et al., 2010). In different fields and educational settings, PBL has been widely implemented to encourage critical thinking and problem-solving in authentic contexts (Yew & Goh, 2016).

While extensively researched, the effectiveness of PBL is widely discussed. The vast majority of studies have been carried out on the effectiveness of PBL in the training of medical professionals. Similarly, in other disciplines and contexts such as

K-12 education, history, or engineering, a strong research foundation is required to extend the use of PBL in the learning environment and to define the limits of its use more clearly (Strobel & van Barneveld, 2009).

PBL stimulates higher-order thinking in problem-oriented situations, including learning how to learn. This model is known by other names, for example, project-based teaching, experienced-based education, authentic learning, and anchored instruction (Ibrahim and Nur 2004).

PBL is a curriculum model that stresses task-based problems in active and multidisciplinary learning to involve students. Students learn how to solve problems that are ill-structured, open-ended, or unclear through problem-based learning. Problem-based learning involves students in intriguing, real, and appropriate intellectual study and helps them to learn from these circumstances in life (Barell, 2007, as cited in Ng Chin Leong, 2009).

PBL is a pedagogical method that situates learning in complex contexts of problem-solving. It provides students with opportunities to examine how a particular topic at hand applies to the information they acquire (Hmelo-Silver, 2004). PBL is identified as a constructivist pedagogy, and constructivism is based on a couple of ideas which can be summarised as follows (Savery & Duffy, 1995, as cited in Greening, 1998):

1. Understanding is dependent on interactions with content, context, goals of the learner, etc., and these elements are linked inextricably. Understanding is, therefore, a construction that is unique to the individual.
2. Cognition may be perceived from another point of view as being distributed rather than individually located.
3. The element that encourages learning is puzzlement.
4. The main factors involved in the development of understanding are social negotiation and ongoing testing of the feasibility of current ideas in the face of personal experience.

The effectiveness of the problem-based learning model is well researched in previous studies such as Abdullah et al. (2010), Dewi et al. (2013), Yew and Goh (2016), and Assaf (2018). Previous studies indicate that PBL can create independent learning classes, authentic learning, and a more conducive, democratic, interactive communicative, and participatory classroom atmosphere.

With this increasing practise and popularity of PBL in different educational and organisational environments, a growing number of studies have explored its effects on the quality of student learning and the degree to which its promise to improve self-directed learning behaviors, problem-solving skills, and deep disciplinary knowledge meets its expected outcome. Earlier PBL studies have explored the implications of this strategy in the curriculum, with more recent studies deepening to explore how PBL processes contribute to positive learning outcomes (Yew & Goh 2016).

The PBL learning model can improve students' activity and social skills (Dewi et al., 2016). It can be argued that since PBL is student-centered, helps to construct the information, and performs substantive learning, PBL is more successful than the conventional teaching process (Celik et al., 2011). Some findings showed that PBL was superior in long-term retention, improvement of skills, and students' and teachers' satisfaction. It is substantially more productive than conventional training to train competent and trained practitioners and to facilitate long-term retention of information and skills gained during the learning experience or training session (Strobel & van Barneveld, 2009).

In a study conducted by Wardatul Akmam Din and her team on PBL with inverted classroom, the students stated that the approach gave a comprehensive and more precise understanding of the subjects and was very beneficial for learning. It also facilitated more participation in class with peers and inspired them to do more research independently. They claimed that it enabled them to think step by step from the stage of finding real problems, gathering information, formulating theories, researching/testing, discussing the findings to the stage of presenting the problems presented in the module (Din et al., 2020).

Other research showed that at the end of the PBL process, an improvement in the learners' points for their creative thinking skills was observed. Furthermore, fluency, flexibility, and originality, which are sub-dimensions of creative thinking abilities, were found to vary significantly. Besides, it can also be seen that, in a multi-dimensional way, the students approached events, were able to respond to changing circumstances, and succeeded in developing their points of view (Ersoy & Başer, 2014).

Obviously, 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 learning atmosphere and process are constructed in such a way to allow the students to develop their potential through student-centered learning environment. This is consistent with the PBL ideology where students should be treated as someone who is in the process of developing his potential, while the task of educators is to facilitate the students to attain their full potential. (Nurhidayati et al. 2017).

Problem-based learning strategies can be applied through individual activities, not only through group activities. It can be interpreted as a series of learning activities that emphasises on the process of solving problems scientifically. In this problem-based learning strategy, there are 3 main characteristics, namely:

1. Problem-based learning strategy is a series of learning activities which means it does not expect students to just listen, take notes and then memorise the subject matter, but the students need to actively think, communicate, search and process data, and finally conclude it.
2. Learning activities are directed to solving open-ended problems. It deduces 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 process is carried out systematically and empirically. Systematically here indicates scientific thinking is carried out through certain stages, whereas empirical means the process of problem solving is based on clear data and facts.

Based on the characteristics of PBL above, learners should be viewed as active problem solvers and learning thus be interactive as much as possible. This is in line with the listening skills components as 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. It requires two-way communication in order to be successful. As Cahyono (1997) has 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 (1998) state that the success of speaking skills depends on the success of listening skills.

Gu Yongqi (2018) states that listening forms can be categorised into several types depending on the perspective reference used, such as top-down, bottom-up, and interactive listening process based on the psycholinguistic perspective reference. The functional perspective reference divides listening activities into transactional and interactional. Apart from that, there are several types of listening based on the perspective of the type of language learning training as a foreign language. These are namely intensive listening, extensive selective, interactive, responsive, and autonomies. Nguyen and Newton (2018) state that the activation aspect of the schemata in the listening process is important throughout these listening activities as it helps the understanding and effectiveness of the listening process.

Briefly, there are few factors that determine students' understanding of the message to be conveyed: (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 organising 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. With this in mind, learning via PBL becomes more meaningful as the learners are able to connect to their prior knowledge and apply it to the current learning.

Clearly, there are many advantages of implementing problem-based learning (PBL) in language learning. However, PBL is commonly used in learning other languages such as the English language. To the best of the authors' knowledge, there are still limited studies being conducted for Arabic as a foreign language, or more specifically listening skills. Based on that, this study aims to develop a problem-based listening strategy learning model in order to facilitate the acquisition of Arabic as one of the foreign language courses.

METHODOLOGY

This research development model was adapted from Willis's R2D2 (Reflective, Recursive Design and Development) development model (Willis 1995). The R2D2 model produces three developmental steps, namely the definition stage, the development stage, and the dissemination stage. This problem-based listening learning strategy model product was developed through collaborative team building steps, preliminary studies, planning learning strategy models and learning CDs, product design and development of learning strategy models and learning CDs, product testing, product revisions, and product socialization.

The preliminary study was conducted using observation, documentation, interview and questionnaire techniques. Through the observation technique, it was hoped that two sets of information among students in the Arabic Literature Department, Faculty of Letters, State University of Malang could be obtained. First was the conditions and needs of listening skills, and secondly was learning strategies and student learning habits.

The documentation study technique was used to obtain information on the syllabus, while the use of the Semester Class Plan (RPS) aimed to obtain data on basic competencies and learning strategies contained in the RPS. Questionnaires were used to obtain information about student attitudes and responses to learning strategies used by lecturers in listening learning. It was also used to gain their opinions regarding the possible use of problem-based learning strategies in listening learning.

In planning the development of a learning strategy model, three components were analysed first, namely competency standards (SK), listening learning needs analysis, and studying language learning strategy models. When designing products and developing activities, a few steps were also taken; (1) developing a prototype of a problem-based listening learning model in Arabic, and (2) developing an example of a problem-based listening learning design.

At the product trial stage, two trial stages were taken, namely expert testing and field testing. The expert test was carried out by two expert staff, namely a language learning expert and an Arabic language expert. Field trials were then carried out in two listening classes in the Arabic Literature Department, Faculty of Letters, State University of Malang.

Based on product trials, product revisions were made. Product revision was carried out in two stages, namely product revision based on expert testing and product revision based on field testing. Through a series of development steps, it was hoped that an adequate learning strategy model product could be developed and equipped with a learning CD as an example of a problem-based listening learning strategy model. Then the product was tested to other universities that have similar characteristics to the test subjects.

The product development test in this study used a descriptive research design as it involved the process of data from the documentation studies, observations, questionnaires for experts, lecturers, and students. In addition, learning outcomes through the analysis of student worksheets done by students during the learning process was also part of data analysis in this study. Thus, descriptive research design was deemed as more suitable for this study.

RESULTS AND DISCUSSION NEEDS ANALYSIS

The study was conducted among the students from the Arabic Language Study Program at the Department of Arabic Literature, Faculty of Letters, State University of Malang.

The process began with the distribution of an open questionnaire for the lecturers of the courses in order to obtain input on the obstacles faced by the lecturers and suggestions to overcome them in foreign language listening skills based on their teaching experiences. Based on the input given, a learning strategy model based on PBL can be constructed as follows:

STAGE I: ORIENTATION OF THE PROBLEM

Some of the problems 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, were:

1. Identify and write speakers' vocabulary and expressions.
2. Distinguish the types of vocabulary and sentence patterns.
3. Classify the types of vocabulary and sentence patterns.
4. Explain the meaning of the sentence, dialogue, story, poetry, etc.
5. Give comments related to listened the speech.

6. Evaluate the positive and negative aspects of the material being listened to.
7. Compile questions related to the material listened.
8. Classify the sentence patterns of the material being listened to.
9. Provide appreciation of the film or song or poetry lyrics.
10. Estimate the storyline.
11. Answer the questions related to the contents of the listening material.
12. Make conclusions related to the material listened.
13. Identify the intrinsic elements of a story which include the theme, style of language, plot, setting, and characterisations in the story or film he listened to.
14. Retell the material that has been listened to.
15. Take wisdom from a listening story.

STAGE II: ORGANIZING THE LEARNING

At this stage the 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 learning evaluation.
8. Division of groups and types of learning tasks.

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, review references to solve problems, understand and discuss material, carry 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.

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.

STAGE V: ANALYSE AND EVALUATE THE PROBLEM-SOLVING PROCESS

At this stage, the lecturer and other group members participate to provide reviews, criticisms, suggestions, and questions about the results of the group discussion presentations.

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 can be concluded as follows:

1. The lecturer divides students into small groups.
2. Lecturer 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:
 - a. Writing the speaker's vocabulary and expressions.
 - b. Distinguishing the types of vocabulary and sentence patterns.
 - c. Classifying the types of vocabulary and sentence patterns.
 - d. Explaining the meaning of the sentences from songs.
 - e. Giving comments related to songs.
 - f. Compiling questions related to the material listened.
 - g. Classifying sentence patterns of listening material.
 - h. Providing appreciation of the songs' lyrics.
 - i. Answering questions related to the contents of the listened material.
 - j. Making conclusions pertaining to the material listened.
 - k. Reading the list of songs that have been listened to and sing them.
 - l. Taking wisdom from poem songs that are listened to.

The validity of listening strategy models based on Arabic speech problems, expert tests and field tests were later conducted. Expert tests were carried

out by a team of Arabic language experts and learning strategy experts. The field-test was conducted in two classes consisting of students from the 2017-2018 cohort and they took the Listening course, with the lecturer supervisor Dr. Nurhidayati, M.Pd, and Ali Maksum, S.Pd M.Hum.

DEVELOPMENT OF LISTENING LEARNING STRATEGY MODEL BASED ON PROBLEMS SPEAKING ARABIC LANGUAGE

An open questionnaire was distributed to the lecturers to identify their needs before a learning strategy model was able to be developed. The need analysis acted as a guide in designing and implementing listening learning, because it is always necessary to innovate in the implementation of learning so that learning objectives can be achieved effectively and optimally. This will stimulate the achievement of learning objectives to the maximum, and students can be motivated to be active and develop positive attitudes towards listening skills.

The lecturers also mentioned that they preferred a listening learning strategy model that encourages active participation of the students in the listening process and finally achieves the learning objectives.

Whereas, based on the lecturers' responses, the competencies that should 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) explaining the meaning of the sentence, dialogue, story, poetry, etc. (e) giving comments related to listened speech; (f) evaluating 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) providing 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) making conclusions related to the material listened; (m) identifying 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) taking wisdom from a listening story; (p) writing important aspects of listening discourse; (q) answering questions related to the content and pattern of sentences of listening discourse.

All lecturers agreed 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 training.

The lecturers also mentioned that the forms of exercises to develop the skills of listening in the Arabic language are important. The exercises should be based on how to sort words into sentences, which are in accordance with the sentences that are listened, answer questions according to the content 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.

Moreover, findings from the lecturers' views also indicated that the form of question / evaluation that should be included in the problem-based learning model for listening subjects are to discuss listening speech with a variety of interesting themes, present the results of the discussion of the assignments given, and retell the listening film.

Finally, the lecturers also emphasised that the students' understanding or comprehension in listening activities is not at maximum level. This was because the students were found to have constraints such as limited vocabulary, limited understanding of grammatical patterns, speech speed and complexity of sentence patterns. The causes of these obstacles are actually rooted in the student language competence, and the use of learning strategies. Alongside with the difficulties in the listening learning process are the difficulties in finding media and materials that are in accordance with the students' language skills. Unfortunately, there is no standard guidance on effective listening learning models, and thus learning models need to be created as a foundation for teaching and learning activities used in the classroom.

DESIGNING LEARNING STRATEGY MODELS

From the questionnaire distributed to the two expert teams, namely Arabic linguists and learning strategies experts, 96% of the lecturers stated that the developed learning strategy model was very good and 4% stated that the learning strategy model was good category.

On the other hand, 83.5% of the students participating in the study indicated that the developed learning strategy model was very good and 16.5% felt that the learning strategy model was

in the good category. Based on the expert test and the field-test, it can be concluded that the problem-based listening strategy model which was developed for the purpose of this study was suitable to be used for the listening activities.

There were some suggestions obtained through the open questionnaires as well. Students noted listening training materials should be easy to understand and the level should be consistent with their average abilities. Students also stated that listening is the most difficult language skill, but with the help of problem-based learning exercise models, the students managed to focus more on listening because the problems needed to be solved became clear. This was because problem-based learning models required them to help each other to understand the speech listening, through group work, and collaborating with each other in discussion activities.

Students' active participation in the learning process could be observed from the findings of observations and questionnaires, as well as study documentation. The observation results showed that all students actively participated in the learning process, regardless whether the learning assignment was collective or individual. In the presentation activities, everyone must participate and be actively involved in playing their roles. Evidence of active participation could be substantiated by the assignment results which were collected and presented on time.

Observations made during Problem Based Listening activities showed positive responses from students and could be seen by active engagement in discussions, recording vocabulary, sentence patterns, and main material. The students were seen actively asking questions when finding obstacles, trying to work and solve problems as much as possible, and presenting the results of their discussion to the class. Thus, it can be concluded that this model has the advantage of stimulating curiosity, fostering enthusiasm for learning to successfully reveal answers to the results of critical thinking independently (Ainin 2017). Birgili (2015) revealed that problem-solving, self-directed, and collaborative learning skills will grow and develop in students during the problem-solving process. This is because 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 (Siagian et al. 2019).

Overall, findings from the open and closed questionnaires given to students and lecturers indicated active involvement of students in learning, because the learning steps and tasks were clear, and the listening process became the main focus, in accordance with the tasks specified for each group.

Apart from that, utilisation of the developed learning strategy model in this study managed to illustrate group and also independent learning processes of students. All of the learning experts agreed that the learning strategy model in this study could increase student activity in the listening learning process. The results of the study are consistent with Assaf's research which states that problem-based learning can motivate students to actively write and present them verbally and make students become creative and active in groups. The increase in learning outcomes is also parallel

with the research by Yew and Goh which found that problem-based learning was 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 can be defined as a type of PBL learning too as it actually involves problems which give students the opportunity to design an investigative activity in order to make a conclusion to the problem being studied (Aidoo et al. 2016). Achievement of the application of the model was evaluated based on the test scores, where UTS (middle semester test) was implemented before the problem-based learning model was applied and UAS (final semester test) was implemented after the model was applied. Student learning outcomes from the two different treatments as presented in table 1.

TABLE 1. Achievements in learning outcomes among 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 Abdullah et. al, which showed an increase in the 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 (Narmaditya et al. 2017). Likewise, Putra (2009) stated that PBL can improve learning activities, critical thinking skills, and students' understanding of the concepts of biology material.

CONCLUSION

The objective of this study was to develop a problem-based listening strategy learning model in order to facilitate the acquisition of Arabic as one

of the foreign language courses. The problem-based listening learning model was a model developed by referring to the semester lecture plan (RPS) and syllabus of the Tsanawi Listening course held in the fourth semester. Based on various expert tests and trials, it can be concluded that the developed strategy model is appropriate to be used as it can improve the listening skills among the students in Arabic Language acquisition. However, there are some improvements that can be made such as lecturers should limit the task of listening by focusing more on the problem that must be solved. Various problems assigned to students can be randomised so that students can complete various tasks throughout the process. Finally, solving the problem can be the focus of listening in the foreign language classrooms. These problems can be planned by the lecturers and communicated to students to get more input and active participation. Despite all the advantages of PBL, lecturers still need to be discreet when using the model. In other words, lecturers must be able to use the listening learning model accordingly based on the characteristics of the students and the theme of the discourse taught.

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