



MEASURING STUDENTS' CREATIVITY IN ARABIC SPEAKING CLASS BASED ON PROJECT BASED LEARNING MODEL

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Article History:

Received: 2023-05-26

Revised: 2023-06-15

Accepted: 2023-06-20

Published: 2023-06-25

Keywords:

Arabic Speaking; Project Based Learning; Arabic Creativity; FGD

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Abstract: This study measures the development of creativity in a project carried out by students related to Arabic speaking skills. A qualitative method was adopted for the study involving 22 students divided into five FGD groups. The assessment of creativity through the FGD process until the project results is carried out by referring to the criteria and points contained in the rubric for assessing the creativity of the project that has been prepared beforehand. The results of this study describe the measurement of student project creativity based on the criteria of format, concept, creativity, spoken language used and the overall assessment of the project. From these measurements, it is known that students have average creativity in the design of Arabic speaking video projects. This means that a project can help foster a student's creative attitude, and help improve it, so it needs to be included in every lesson, especially learning languages such as Arabic.

Introduction

Project-based learning (PBL) model has been widely applied in second language learning at various levels of learners. Among them are PBL in English speaking skills (Dewi, 2016; Wahyuni, 2018; Simbolon, 2018) in which the whole research has a positive impact on the improvement of learners in speaking English. Likewise in Arabic, this PBL model has also been applied to both the translation of the PBL concept when applied in Arabic (Shodiqoh, 2022), then to improve higher-order thinking among Arabic learners (Harun, 2020; Mufti, 2022; Susanto, 2022), as well as PBL to increase activity and skills. learner collaboration (Fitriani, 2018).

PBL is not only supposed to improve cognitive aspects and language skills, but also to increase the creativity of language learners. Creativity is honed because the projects produced from process to result require ideas and development. This increase in creativity can be seen by various research methods, such as using CAR (Widiastuti; Dewi, 2016; Rifai, 2021, Lubis, 2018) by applying cycles and observing project-based learning with the results obtained by students. Then the qualitative descriptive method by describing the results of the learner's project with the instruments that have been prepared (Isabekov, 2018; Yamin, 2020; Ummah, 2019; Prihatin, 2021) and also by calculating the effectiveness of increasing creativity by using a project-based learning

model quantitatively (Dewi, 2021; Kunlasomboon, 2015) The whole research on the project-based learning model above is proven to increase the creativity of learners.

All this time, the discussion about creativity in Arabic learning is only limited to the exposure of the teacher's role in Arabic creative learning (Sari, 2019), creative learning models based on the teacher's perception (Sari, 2021), then the discussion of creativity also leads to the use of creative applications in honing skills. especially in the evaluation process such as Kahoot, Socrative and Google Form, as well as several descriptions of the creative learning process of Arabic which is applied in learning language skills and has not reached a discussion on how to measure creativity using an assessment rubric.

From the statement above that PBL can be applied in Arabic learning, and PBL can increase the creativity of learners but it has not found a measurement of creativity in Arabic learning, the writing of this article intends to measure the creativity of learners in speaking skills class by using a rubric that refers to the assessment of creativity in a project, so that later creativity can be measured that appears in the process and results in working on a project related to Arabic speaking skills.

Method

This study used a qualitative approach with the method of collecting data through Forum Group Discussion (FGD). The FGD was chosen as an effort to obtain data to measure student creativity through the projects they made in terms of the process of making until the presentation of the project was presented and discussed so that both the process of obtaining project ideas and presenting project results were measured based on the available rubrics.

This research was conducted in the speaking skills class at the Maulana Malik Ibrahim University of Malang. There were five groups, each group consists of 4-5 people. In each presentation there was a moderator (in this case the lecturer as a facilitator) who guided the discussion then presenters from groups that had been divided as experts or resource persons would discuss the process of making the project and its results with the same issue, namely creativity in the resulting project.

The results of recording and observing during the discussion as well as the results of the resulting project are the main data to measure how creative the students in the class are in learning Arabic speaking skills with a project-based learning model.

Result

Participants were divided into 5 groups of 4-5 people each. Each FGD was recorded and measured based on the rubric that had been prepared. Based on the discussion in the first group, the facilitator prepared a draft of the question demands for

the next group. All participants were free to speak openly and gave honest opinions and had the right to agree or not with the statements put forward by the presenters. Data were obtained after the FGD were completed with five groups raising the same issue, namely creativity in Arabic speaking videos with different themes for each FGD conducted. From the FGD that had been recorded and the results of the video could be measured, the extent of creativity possessed by students in Arabic speaking skills class.

Before measuring the data, the FGD process for each group would be explained first. Group one began to describe the idea-generating process that they decided on as the output of the demonstration-themed project they were working on. In the process, each individual in the group put forward what demonstrations they would play up to the preparation of the Arabic language related to the demonstration terms. The participants' questions in the first round of FGDs were relatively many and wide, while the most prominent questions from participants were regarding the selection of demonstration concepts that one group carried out in their project.

The second group brought the concept of a talk show in making projects that support Arabic speaking skills. Because in the first FGD the participants' questions were too broad from the issues to be raised, the facilitator first directed questions related to the development of ideas from the themes obtained, whether the format prepared was in accordance with the specified theme, how the acquisition of Arabic was related to the theme and practicing to play the roles they accepted, as well as the extent to which their efforts were both challenges and obstacles in the project work process.

FGD was held regularly, and then groups of three work on projects with the theme of successive Arabic speeches, group four about football matches, and group five who packaged projects in the form of drama. After all groups held FGDs and displayed the results of the videos they had made, the lecturer as facilitator conducted an assessment of student creativity according to the collaborative project assessment rubric. The scoring rubric is as follows:

Criteria/Point	4	3	2	1	0
Format	project follows the format to an extraordinary degree	project follows the format to a satisfactory degree	project follows the format	project follows a piecemeal format	project does not follow the format
Concept	project shows great insight into the theme, conflict, or characterization of the work	project demonstrates good insight into the theme, conflict, or characterization of the work	project demonstrates reasonable insight into the theme, conflict, or characterization of the work	project shows limited insight into the theme, conflict, or characterization of the work	project does not show insight into the theme, conflict, or characterization of the work

					(inappropriate)
Creativities	project shows excellent creativity in design	project shows average creativity in design	project shows moderate creativity in design	project shows a little creativity in design	project does not show creativity in design
Spoken Language	spoken language used in the project is clear and uses great detail, there are few grammatical errors	spoken language used in the project is clear and uses good detail, and there are some grammatical errors	spoken language used in the project is satisfactory, and there are many grammatical errors	spoken language used in the project is sketchy, and there are excessive grammatical errors	spoken language used in the project does not explain the project properly and there are many grammatical errors
Overall Result	project exceed expectations and superior efforts are recognized	project meets expectations and average effort is recognized	the project barely lives up to expectations and little effort is recognized	project does not meet expectations and no effort is recognized	-

The following table of measurements had been obtained which will then be explained in more detail, regarding the level of creativity possessed by students:

Group/criteria	Format	Concept	Creativities	Spoken Language	Overall Result
Demonstration	3	4	4	3	3
Talk show	2	3	2	3	3
Consecutive speech	4	4	3	4	3
Soccer game	3	4	4	3	3
Drama	3	4	2	3	3

In terms of format, group three showed an extraordinary level of formatting, this was because the format that had been prepared by group three was very representative to display Arabic speaking skills. They took turns giving speeches with successive themes so that each group member had the same opportunity to show their Arabic skills, especially what they conveyed in sequence could be understood by listeners well. Meanwhile, the second group only followed the format, because the theme of the talk show they took made some members not have a role in the development of the Arabic language. Besides that, the concept that they carried out also only got good marks unlike the other four groups who had extraordinary insight into the theme, conflict, or characterization of the work about the theme, conflict, or characterization of the work.

In terms of project creativity, groups one and four showed very good creativity in the projects they produced. This was seen when their first group FGD explained that the process of finding the theme of the demonstration and the difficulty in introducing the terms for the theme in Arabic. Similar to the group of four who discussed football matches, many terms in Arabic were not familiar with these terms. Therefore, the two groups were able to creatively demonstrate Arabic learning with a new technique, namely inserting foreign terms into videos that were easier for other Arabic learners to learn and remember, in other words they could introduce Arabic terms with pleasant.

When judged in terms of language, the group of three produced spoken language in great detail on their project, with only a few grammatical errors. In addition to the group members who were proficient in speaking Arabic, they were also creatively able to memorize speech texts and convey them clearly. However, the other four groups although not at an extraordinary level, they had used good Arabic, and there were only a few grammatical errors. It could be concluded that the project produced by Arabic language education students could improve their speaking skills. For the overall assessment, both from the aspect of the project creation process to the results, all groups had average creativity. This meant that there were projects that are good in terms of concepts, but in terms of language there were still some mistakes, some were good in format but the creativity they showed, was still standard, some even had ordinary format and creativity, but the workmanship and delivery of ideas was neat and organized.

Discussion

The conclusion from the above results that, a project can improve the language creativity of learners, this is in line with the many studies which state that with a project related to classroom learning. That a project that is arranged in groups using visual media can also improve the language skills of learners, especially writing skills (Harisma, 2019). Then with the project students can improve speaking and writing skills which are better than receptive skills such as reading and listening and can improve other skills such as collaboration skills, critical thinking and public speaking skills in the process of making a project (Zaidi, 2015). Even a project can improve all four language skills at once (listening, reading, speaking, and writing) with tight control of planning, process and project completion (Sutomo, 2021).

The next benefit of making projects in language learning, besides being able to improve language skills, can also increase creativity. Well-designed projects can improve students' communication and collaboration skills, then projects that are monitored and discussed will increase their creativity, so that not only creativity but 21st century skills as a whole can be represented through a project in language learning (Karyawati, 2018). Project creation by students starts with essential questions, then the project design process, schedule creation, monitoring, assessment of results and evaluation, will bring up a creative idea from the learner in accordance with the theme given by the teacher as

a facilitator, this creative idea which results in effective language learning. innovative so that it can be taken advantage of by others (Cahyani, 2021).

Conclusion

The measurement of creativity cannot be clearly measured because it is abstract, but making a project that can be seen and observed which is then measured through a rubric that has been compiled will clarify the size of the learner's creativity. From the observations and the results of the discussion in the FGD, it can be concluded that the project regarding the speaking skills of Arabic language education students in the speaking skills class has average creativity, in the sense that the project has represented the speaking skills and creativity of students, they have met their expectations and efforts. that they muster is enough to prove that they are qualified in the field of speaking skills and have creativity in making projects.

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