



## USING PROBLEM-BASED LEARNING STRATEGIES TO IMPROVE THE SPEAKING SKILLS OF STUDENTS AT ABU HURAIRAH INTERMEDIATE SCHOOLFOR MATRAM

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### ABSTAC

whatThe teaching of Arabic at the intermediate level continues to face challenges, particularly in developing speaking skills. Many students can understand the theoretical rules of the language, but they struggle to express their thoughts and feelings orally with fluency and accuracy. This indicates that the teaching methods used are insufficient to develop students' genuine communication skills. Therefore, there is a need to implement more interactive and contextual teaching strategies, most notably Problem-Based Learning (PBL), which encourages students to think actively, discuss, and express themselves in Arabic within realistic life situations. This research aims to determine the effectiveness of using the Problem-Based Learning strategy in improving the Arabic speaking skills of students at Abu Hurayrah Integrated Intermediate School in Mataram during the 2025/2026 academic year. The researcher used a quantitative approach with an experimental design using a pre-test and post-test for a single group. The research sample consisted of twenty-five eighth-grade students selected using purposive sampling. An oral test was used to assess fluency, accuracy, vocabulary, and pronunciation, and the data were analyzed using a t-test. The results showed statistically significant differences between the pre-test and post-test scores at the (Sig. < 0.05) level, indicating a marked improvement in speaking skills after implementing the PBL strategy. Problem-based learning (PBL) is an effective method for improving Arabic speaking skills and enhancing students' self-confidence, interaction, and critical thinking.

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## Introduction

Arabic language four main skills Listening, speaking, reading, and writing are four interconnected and complementary skills in the language learning process. Without mastery of any one of them, students' Arabic language skills will be inconsistent and ineffective. Speaking Arabic, or the ability to speak, is a fundamental element of language acquisition. This ability enables students to express their thoughts and feelings orally in Arabic fluently and communicatively. Speaking skills require pronunciation, appropriate vocabulary selection, and the construction of grammatically correct sentences.(Taufik, 2023).

Learning Arabic includes interconnected elements, which are Learning objectives, materials, methods/strategies, media and learning resources, students, teachers, and assessment(Khuroidah Linda Ayu, 2022)The objectives define the expected learning outcomes, while the materials encompass language elements (vocabulary, grammar, and phonetics) and language skills (listening, speaking, reading, and writing) that must be taught in an integrated manner. The use of approaches such as communicative learning, contextual learning, and problem-based learning, along with the use of digital media and authentic materials, has been shown to increase motivation and enhance learning outcomes. Teachers act as facilitators, designing activities according to student characteristics, while assessment is conducted through formative, summative, and performance assessments to authentically measure competency mastery.(Taufik Taufik Dkk, 2023).

One of the Arabic language learning approaches that enables teachers to apply it to students is the humanistic approach.This approach, known as the humanistic approach, focuses on students as human beings, not merely as passive recipients of knowledge. It provides a valuable opportunity to practice language in diverse situations. Delivering the material is not a burden for students; rather, language proficiency becomes essential for communication and interaction. This approach fosters students' communication skills through the four language skills: listening, speaking, reading, and writing.

Arabic language learning strategies using problem-based learningProblem-based learning (PBL) is student-centered and problem-solving-focused, with an emphasis on improving students' speaking skills. Students will encounter real-life problems, such as how to communicate with Arabs or environmental situations that require the use of Arabic. They will then discuss these problems in groups and present their solutions.

PBL is an educational approach geared towards solving real-life problems relevant to students' lives. It encourages students to think critically, work collaboratively, and seek solutions through exploration and active discussion. PBL is student-centered, with the teacher acting as a facilitator. (Lilil Aisatul Husna, 2025) Against this backdrop, this study aims to examine the effectiveness and improvement of speaking skills using problem-solving-based teaching strategies.

## Research Methods

Used This study employed a quantitative experimental approach, designed according to a pre- and post-test model for a single group. The aim of this design was to identify changes in students' abilities before and after the application of a problem-based learning strategy. (Alfaris et al., 2023).

### Sample Search

included The study sample consisted of 25 eighth-grade students from Terbadou Abu Hurayrah Mataram Junior High School for the academic year 2025/2026. They were selected using the purposive sampling method, which involves selecting a sample based on specific criteria relevant to the research objectives.

### Collection Data

Collected The research data was collected through pre- and post-tests. The validity and reliability of the testing instrument were tested using Pearson's correlation coefficient with SPSS version 27.

### Analysis Data

It was analyzed The results of the test were analyzed using a t-test to determine the statistically significant differences between the pre-test and post-test results at a significance level of 0.05. This study aimed to determine the effectiveness of applying a problem-based learning strategy in improving students' Arabic speaking skills. The N-Gain test was used to determine the level of improvement in students' reading comprehension after applying this strategy. The N-Gain value was calculated using IBM SPSS version 27. (Nasarudin, 2025).

## Results and Discussion

And in In this design, a single sample group is tested before and after receiving problem-based instruction to observe changes in students' Arabic speaking skills. The research sample consisted of 26 eighth-grade students (VIII-D) at Abu Hurayrah Integrated Islamic Junior High School in Mataram. This sample was selected based on its suitability to the research objectives and

the ease of implementing the instructional process.

### **Testing the hypothesis of the effectiveness of using problem-based learning to improve Arabic language speaking skills among students of Abu Hurayrah Intermediate School, Matram, academic year 2025/2026**

In this design, one group of the sample is tested before and after receiving problem-based instruction, in order to observe changes in the students' Arabic speaking skills. The research sample consisted of 26 eighth-grade students (VIII-D) at Abu Hurayrah Integrated Islamic Junior High School - Mataram. This sample was selected based on its appropriate representation of the research objectives and the ease of implementing the educational process.

#### **Testing the normal distribution of data**

**table1. Pre-test and post-test results**

<b>NO</b>	<b>NAMA</b>	<b>Pretes</b>	<b>Postes</b>
1	Abdullah Hidayat	44	85
2	Abdullah Syamil Haidar	27	81
3	Agung Rizki Prasajo	40	78
4	Ahtar Nizam Bukhari	44	88
5	Albi Fachri	64	95
6	Alif Rasyid Muzhaffar	64	81
7	Arvin Naufal Sarif	34	68
8	Athif Abdullah	44	78
9	Aufar Azka Shiddiq	91	100
10	Dayyan Alhanif Haryono	47	74
11	Defran Aimar Bafadal	78	95
12	Elang Putra Amrullah	54	88
13	Galih Maher Abdullah	61	91
14	Ghudzamir Nurhan	30	78
15	L. Maharaya Sakha Suadaya	54	88
16	Mohammad Atha Asqolaniy	47	91
17	Muhammad Al Fatih Rahman	64	95
18	Muh. Hilmi	64	88
19	Muhammad Hilmi Faiq Taufik	20	81

20	Miuhammad Jihadul Islam	47	78
21	Muhammad Nawwaf Almustawi	71	95
22	Nur Adam Al Khalidi	74	91
23	Raafa Asyuro	78	100
24	Sayyid Abdillah Hanif	30	71
25	Sudais Ghizlan Ghifarry	85	100
26	Ahmad Rafiq	71	91

Before testing the hypotheses, the researcher first performed a normal distribution test on the data. The normality test aims to determine whether parametric or non-parametric statistics should be used. Whether the data follows a normal distribution is determined by the statistical significance value; if the significance value is greater than 0.05, the data is considered to have a normal distribution. In this research, the normality distribution test was performed on both the pre-test and post-test data using the test *Kolmogorov-Smirnov* Through the program *IBM SPSS Statistics 27*.

**table2. Data normality test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
P1	.123	26	.200 <sup>*</sup>	.975	26	.757
P2	.143	26	.185	.953	26	.269

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the above-mentioned normality test results, it appears that the pre-test and post-test data have a higher significance value than The Shapiro-Wilk significance level for the pretest data was 0.757, while the significance level for the posttest data was 0.269. Since all significance levels were greater than 0.05, it can be concluded that both the pretest and posttest data follow a normal distribution. Therefore, these data satisfy the normality assumption, meaning that further statistical analysis can be performed using parametric statistics.

### **An Experience(Paired Sample T-test) T**

After performing the normality test and confirming that the data follows a normal distribution, the analysis used in hypothesis testing is parametric statistical analysis using the test(t) with a significance level of 0.05. Decision-making in the (t) test depends on the following: if the

significance value is less than 0.05, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. If the significance value is greater than 0.05, the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. The hypothesis testing results were obtained using IBM SPSS version (27), as follows:

**table3. Paired Sample Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	P1	54.8846	26	18.94060	3.71456
	P2	86.5000	26	9.04765	1.77439

Based on the results of the analysis *Paired Samples Statistics* It appears that the average score of the pre-test was (54.88) with a standard deviation of (18.940) and a mean standard error of (3.714). The mean post-test score was (86.50) with a standard deviation of (9.047) and a mean standard error of (1.774).

Since the pre-test average The score (54.88) is lower than the post-test mean (86.50), which descriptively indicates a difference in the mean between the pre-test and post-test. To determine whether this difference is real and statistically significant, the researcher interpreted the results of the Paired Samples t-test presented in the Paired Samples Test table.

**table4. Double-sample testing**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	P1 - P2	-31.61538	12.61135	2.47329	-36.70922	-26.52155	-12.783	25	<.001

This table shows that the average difference between student results before and after treatment was (-31.61538) with a standard deviation of (12.61135) and a mean standard error of (2.473). The calculated t-value was (-12.783) with (25) degrees of freedom and a significance value of (Sig. 2-tailed) of (0.00). Since the significance value is less than (0.005), the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

Therefore, it can be concluded that there are statistically significant differences between the pre-test and post-test results for students. This means that the use of the problem-based learning strategy has proven effective in improving the Arabic speaking skills of eighth-grade students at

**Testing the hypothesis of improving Arabic speaking skills among students at Abu Hurairah Intermediate School, Matram, academic year 2025/2026 in the use of problem-solving-based education.**

Testing is used *N-Gain* To determine the extent to which students' vocabulary level increased after implementing the educational intervention. The following is a table of results for calculating the N-Gain Score.

**table5. N-Gain Results**

Descriptives				
			Statistic	Std. Error
Ngain_persen	Mean		86.5000	1.77439
	95% Confidence Interval for Mean	Lower Bound	82.8456	
		Upper Bound	90.1544	
	5% Trimmed Mean		86.7393	
	Median		88.0000	
	Variance		81,860	
	Std. Deviation		9.04765	
	Minimum		68.00	
	Maximum		100.00	
	Range		32.00	
	Interquartile Range		17.00	
	Skewness		-.278	456
	Kurtosis		-.777	887

Based on the results of the test calculation As shown above, the average N-Gain score was 86.5000, representing 86%, which falls within the "effective" category. The minimum N-Gain score was 68.00%, while the maximum was 100.00%. Therefore, it can be concluded that the problem-based learning strategy was effective in developing the Arabic speaking skills of students at Abu

Hurayrah Middle School in Mataram.

It indicatesThe study results indicate that implementing problem-based learning (PBL) significantly improved the Arabic speaking skills of students at Abu Hurairah Matram Intermediate School. Pre- and post-test data showed an increase in students' average speaking skill scores after the implementation of PBL. This demonstrates that this approach contributes to creating an interactive, contextual, and student-centered learning process. Through group discussions, solving real-world problems, and presenting their ideas, students become more motivated to use Arabic as a means of communication, rather than simply memorizing information. From a language acquisition theory perspective, these results suggest that PBL provides authentic language input and output, enhances verbal interaction, and builds students' confidence in expressing their ideas in the target language. Thus, these findings confirm the ability of PBL to meet language learning needs that focus on both communicative and functional aspects.

It agreesThe results of this study, along with numerous previous studies, confirm the effectiveness of problem-based learning in improving learning outcomes and language skills. Lamilang's research (2017) demonstrated that problem-based learning strategies can significantly increase students' active participation, as they directly engage in analyzing and solving learning problems. Yandari (2019) reached similar conclusions, confirming that the application of problem-based learning improves students' critical thinking and mathematical problem-solving skills, which also enhances their reflective and communicative thinking skills. Furthermore, Fawzi (2020) showed that problem-based learning positively impacted the English language learning outcomes of students at Wahid Hashim High School in Sleman, demonstrating that this method is not limited to science but is also effective in language contexts. The results of Layl Aisha Al-Husna's study (2025) particularly support this research, showing that the application of problem-based learning methods in Arabic language learning improves students' pronunciation through discussion, dialogue, and role-playing. All the results of this study confirm that the problem-solving-based learning model provides a meaningful and interactive learning experience that encourages students to think critically and express themselves confidently in Arabic.

buildingBased on data analysis and supporting previous research, it can be concluded that problem-based learning (PBL) is effective in improving Arabic language proficiency because it integrates cognitive, affective, and social elements into the learning process. This model provides students with opportunities for active, collaborative, and reflective learning, which develops their speaking skills, increases their self-confidence, and enhances their critical thinking abilities. The

consistency of these findings with previous research demonstrates that PBL is a suitable and adaptable approach for teaching modern Arabic. Therefore, implementing PBL can be a strategic alternative for teaching Arabic in religious schools, as it not only improves linguistic competence but also fosters authentic and meaningful real-life communication skills.

## Conclusion

Based on the results of this research on the effectiveness of using a problem-solving-based learning model, several important conclusions can be drawn from the study of the PBL (Programmed Learning in Arabic) model in developing speaking skills among eighth-grade students at Abu Hurayrah Integrated Islamic School – Mataram for the 2024/2025 academic year. The results of the hypothesis test using a paired-samples t-test showed a statistically significant difference between the pre-test and post-test scores. The pre-test mean score was 54.88, which then rose to 86.50 in the post-test, with a significance level of 0.000. This indicates that the PBL model is highly effective in developing Arabic speaking skills. This increase also indicates the students' success in understanding the material, constructing sentences, and using vocabulary in appropriate linguistic contexts. The results of the improvement test using the N-Gain index showed an improvement rate of 86.50%, which falls within the high category. This proves that the PBL model not only achieves educational effectiveness but also results in a broad and profound improvement in students' skills. The model also helped create an active and participatory learning environment, which allowed all students to benefit from the experience to varying but significant degrees.

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