

Project based Arabic learning innovations to improve speaking skills

Nuraini^{1*} and Lilis Sumaryanti¹

¹ Universitas Muhammadiyah Ponorogo, Ponorogo, Indonesia

* Corresponding author's email: nuraini@umpo.ac.id

Abstract

This study aims to describe the form of project-based Arabic learning innovation and its impact on students' speaking skills at MI Muhammadiyah 10 Yanggong Ponorogo. This study uses a qualitative approach with a descriptive type of research. The research focuses on the process of planning, implementing, and evaluating project-based learning (PjBL) in the context of Arabic language learning. The research subjects included Arabic teachers and grade VI students totaling 18 students. Data was collected through direct observation of learning activities, in-depth interviews with teachers and students to explore their experiences and perceptions of learning innovations, and student project outcomes, as well as field notes. Data analysis is carried out interactively with the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that the implementation of project-based Arabic learning innovations at MI Muhammadiyah 10 Yanggong Ponorogo can improve students' speaking skills. The research stages include planning, implementation, and evaluation. Students are actively involved in designing and working on projects in the form of short plays. The impact can foster a sense of responsibility, cooperation, and confidence in using communicative Arabic. In addition, there is an increase in the aspects of fluency, pronunciation, and the use of vocabulary that are more varied. The classroom atmosphere becomes more interactive and fun so that students' motivation is also increasing. Project-based learning innovations can develop the ability to speak, foster creative, collaborative, and communicative attitudes in Madrasah Ibtidaiyah students.

Keywords

Arabic, Learning innovation, Speaking skills, Project-based learning

Introduction

Arabic learning at the Madrasah Ibtidaiyah level has a very important role in shaping students' basic language skills, especially in terms of speaking skills (*mahārah al-kalām*) (Makrifah, 2023). At the basic education stage, students are in a very dynamic phase of language development, so that Arabic learning is not only in the aspect of linguistic knowledge, but also in the ability to use language communicatively (Amal & Choir, 2025). Speaking skills are an important indicator of learning success because they show how

Published:
May 04, 2026

This work is licensed
under a [Creative
Commons Attribution-
NonCommercial 4.0
International License](#)

Selection and Peer-
review under the
responsibility of the 7th
BIS-HSS 2025 Committee

students are able to express ideas, convey messages, and participate in meaningful verbal interactions (Fauzi, 2025). The success of learning Arabic is not only measured by how much vocabulary students master, but also by their ability to use Arabic in a real, easy-to-understand context (Solehudin, Nurhanifansyah et al. 2024).

The reality of learning in various elementary schools shows that the Arabic language learning process is still dominated by traditional approaches. Teachers place more emphasis on vocabulary memorization, isolated understanding of grammatical structures, and mechanistic exercises that leave little room for direct communication practice. Based on the findings of several studies, this learning pattern has not been able to provide opportunities for students to practice speaking actively and spontaneously (Naghiyeva et al., 2025). As a result, students become less confident in speaking, verbal interaction in the classroom is limited, and creativity in using Arabic for communicative purposes has not developed optimally. This situation shows that learning Arabic requires a more innovative and student-centered approach so that they can build speaking competencies in a more natural and meaningful way (Gusma et al., 2025).

In answering these challenges, the Project-Based Learning (PjBL) approach has begun to be used as a learning model that is able to provide meaningful learning experiences through project-based activities. Several studies state that PjBL can increase students' activeness, creativity, and communication skills because it presents a collaborative and product-oriented learning context (Sani, 2019; Rahmawati, 2022). Research on the application of PjBL in Arabic language learning at the Madrasah Ibtidaiyah level is still limited. Most previous research has focused more on aspects of reading or writing skills, not yet in-depth discussing how projects can be designed to systematically improve students' speaking skills.

The research *gap* lies in the lack of empirical studies that describe the form of PjBL innovation in Arabic language learning applied in the madrasah environment, especially related to the planning, implementation, and evaluation stages and its impact on students' speaking ability. There have not been many studies that explore how projects such as short plays can develop students' confidence, collaboration, and verbal communication competence comprehensively.

In this context, this study took a case study at MI Muhammadiyah 10 Yanggong. The selection of this location was based on several academic and contextual considerations. First, this madrasah represents the general characteristics of private ibtidaiyah madrasahs in semi-urban areas that still maintain a conventional learning approach in the teaching of Arabic. Second, Arabic has a strategic position in the madrasah curriculum as part of strengthening Islamic education, so that improving the quality of learning is an urgent need. Third, the results of initial observations show that students have good enough motivation to learn, but have not obtained adequate and structured speaking practice space.

Taking these characteristics into account, MI Muhammadiyah 10 Yanggong Ponorogo not only reflects local challenges, but also represents a phenomenon that is widely found in other basic madrasas. Therefore, this case study has wider relevance as an effort to offer an application and contextual learning innovation model.

Based on this gap, this research is important to be carried out. The urgency of the research lies in the need for a learning model that not only emphasizes linguistic mastery, but also develops active, creative, and collaborative communication skills according to the demands of 21st-century learning. By examining project-based Arabic learning innovations at MI Muhammadiyah 10 Yanggong Ponorogo, this research is expected to contribute to the development of a more interactive and effective learning model in improving the speaking skills of Madrasah Ibtidaiyah students.

Method

This study uses a descriptive qualitative approach with a case study design to gain an in-depth understanding of project-based Arabic learning innovations and their impact on students' speaking skills. This approach was chosen so that the researcher is able to describe the learning process in a natural, contextual, and in accordance with real conditions in the field. In addition, this study integrates elements of classroom action research which include the stages of planning, implementing actions, observation, and reflection as an operational framework in implementing learning innovations.

The research was carried out at MI Muhammadiyah 10 Yanggong with the research subjects of teachers and students. The research was conducted in grade VI with a total of 18 students who were selected purposively based on their direct involvement in project-based learning. Within the framework of the case study, this limited number of participants was intended to allow for an in-depth exploration of the dynamics of learning in one particular classroom context. Therefore, the findings of this study are contextual and are not intended to be generalized broadly, but rather as an indicative picture relevant to contexts with similar characteristics.

The researcher acts as the main instrument and is equipped with observation guidelines, interview guidelines, and documentation sheets that are used to maintain the systematics of data collection. All data were analyzed interactively using the stages of data reduction, data presentation, and conclusion drawing according to [Miles and Huberman \(1994\)](#). This research applies the technique of triangulation of sources, techniques, and time, so that the data obtained has a high level of credibility and can be scientifically accounted for. The flow of this research can be seen in [Figure 1](#).

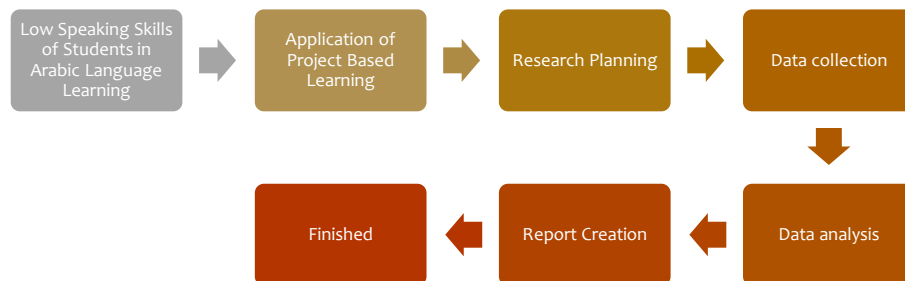


Figure 1. Research flow

The research began by identifying the low speaking skills of students due to learning Arabic which still focuses on memorization. The researcher then applied project-based learning and collected data through observation, interviews, and documentation during the implementation of the short drama project. Data were analyzed using the Miles and Huberman models through reduction, presentation, and conclusion drawn. The results of the analysis were verified by triangulation and compiled into a research report.

Results and discussion

Learning Innovation

Learning innovation is a systematic process to bring updates in educational practices to improve the effectiveness, relevance, and quality of learning activities. Innovation is not only understood as the creation of new methods, but also as a reflective effort to modify, adapt, and improve existing learning strategies to better suit the needs of students (Sigalla, 2025). Suárez et al. (2025) explains that learning innovation is a form of pedagogical engineering that aims to improve learning practices through ideas, techniques, or approaches that can produce a more meaningful learning experience.

Theoretically, learning innovation is rooted in the constructivist paradigm which views that knowledge is built through experience, interaction, and active involvement of students in the learning process (Zamrin et al., 2024). According to Hanfstingl et al., (2022) states that learners build cognitive structure through direct activities, while Vygotsky (1978) emphasizes the importance of social interaction and teacher support in the proximal development zone. These two theories provide the basis that learning innovation must provide opportunities for authentic, collaborative, and contextual learning experiences.

Indicators of learning innovation can be observed through several aspects. Mae et al., stated that innovation is characterized by the novelty of strategies that improve the quality of learning interactions, the use of media and technology that supports understanding, and the shift in learning orientation from teacher-centered to student-centered. Innovation is also reflected in increased active student participation, high motivation to learn, and an increase in learning outcomes in the cognitive, affective, and psychomotor domains. In the scope of Arabic language learning, these indicators can be

seen in the emergence of student involvement in communicative activities, increased creativity in producing language expressions, and increased confidence in speaking (Amal & Choir, 2025).

By combining the theories of constructivism, humanism, and curriculum development principles, learning innovation has a strategic position as a solution to various traditional learning problems that tend to be passive and teacher centered. Structured innovations not only improve the learning process, but also enrich the learning experience, foster independence, and improve students' critical thinking and communication skills. Learning innovation is an important foundation in realizing an educational process that is relevant, adaptive, and oriented to the needs of students in the global era.

Arabic Language Learning

Arabic language learning at the Madrasah Ibtidaiyah level aims to develop students' language skills through a communicative and meaningful approach (Dayyinati & Abdan, 2025). Theoretically, the foundation of learning Arabic is the concept of communicative competence, namely the ability to use language appropriately according to the social context and communication goals. Uchkunovich (2022) explained that communicative competence includes four components, namely grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. This competence is the basis for assessing the learning process, especially in the development of speaking skills (*mahārah al-kalām*).

Learning Arabic at the beginner level emphasizes simple grammatical competence. Teachers usually only give *mufradāt* memorization exercises without integrating them with communication activities. This approach results in passive abilities that do not encourage students to speak spontaneously (Dalimunthe & Haryadi, 2022). Mustofa et al., (2022) also explained that the lack of habituation of oral communication causes students to have difficulty expressing ideas, hesitate to speak, and lack confidence in using Arabic.

Based on the theory of language acquisition, the approach in learning Arabic for Madrasah Ibtidaiyah children is a communicative and constructivistic approach. Vygotsky, (1978) emphasized that social interaction and collaborative activities help students build language knowledge more meaningfully through the Zone of Proximal Development (ZPD). Learning Arabic provides opportunities for students to interact, dialogue, role-play, and produce Arabic-language products more effectively than lecture methods. Mahmud (2021) stated that learning based on activities and direct experience (experiential learning) has been proven to increase students' speaking courage and fluency.

Effective Arabic language learning must integrate communicative competency theory, constructivism, as well as speaking skill indicators into classroom practice. Therefore, innovative approaches such as Project-Based Learning (PjBL), Communicative Language Teaching (CLT), or game-based learning are highly recommended to use. Rahmawati

(2022) emphasized that innovative learning models not only improve vocabulary mastery but also develop students' creativity, collaboration, and ability to use language in real contexts.

Speaking skills

Speaking skills (*mahārah al-kalām*) are one of the main competencies in language learning that have indicators of the success of students' communicative skills. In learning Arabic, speaking skills require mastery of vocabulary, language structure, fluency, accuracy of meaning, and the ability to adapt speech to communication situations. According to Patil et al., (2025), speaking is a skill that involves integrated mental, linguistic, and social processes, so that its implementation cannot be separated from real interactions. This is in line with the opinion of Asgawanti et al., (2025) who affirm that speaking skills must be developed through activities that require active involvement of students in dialogue, discussion, and other communicative tasks.

Speaking skills are based on a communicative approach that places language as a meaningful communication tool, not just a system of rules. The concept of communicative competence emphasizes that speaking skills include grammatical, sociolinguistic, strategic, and discourse competencies that allow a person to use language appropriately in various contexts (Fauzi, 2025).

Indicators of speaking skills can be seen through several key components. These indicators include fluency, accuracy, pronunciation, vocabulary range, and the ability to understand and respond appropriately (Neon, 2024). In Arabic language learning, these indicators appear through the ability of students to convey ideas sequentially, use relevant vocabulary, produce simple and complex sentence structures, and be able to participate in conversations without interrupting pauses. Previous research results have also shown that speaking skills improve when students are engaged in activities that are communicative, collaborative, and based on real tasks, such as role-playing or simple performance projects (Nst et al., 2025).

Speaking skills should be developed through a learning environment that provides space for authentic communication practices. Innovative and student-centered learning has been proven to be able to increase students' courage, fluency, and creativity in using Arabic. The development of speaking skills must be a priority in the design of Arabic language learning, especially at the Madrasah Ibtidaiyah level, so that students are able to communicate effectively, confidently, and according to the linguistic and social context.

Project-Based Learning

Project-Based Learning (PjBL) is a pedagogical approach that places students as active subjects in designing, implementing, and evaluating a product or project related to learning objectives. This approach is applied by MI Muhammadiyah 10 Yanggong Ponorogo as a form of innovation in Arabic language learning to overcome students' low speaking skills and improve a more meaningful learning experience. PjBL provides

an opportunity for grade VI students to be directly involved in language practice activities through short drama projects, so that Arabic is no longer understood as a collection of rules, but as a real communication tool used in a social context.

The project-based learning model is based on the theory of constructivism which emphasizes that knowledge is built through experience and active interaction between learners and their environment (Vygotsky, 1978). PjBL encourages students to work for a certain period of time to produce authentic products that have applicative value. This is relevant to the concept of learning by doing put forward by Dewey (1938), where direct experience becomes the foundation for the formation of deep understanding. In the context of MI Muhammadiyah 10 Yanggong Ponorogo, these theories were evident when students worked collaboratively to develop scenarios, practice Arabic dialogue, and perform as a form of learning expression.

Indicators of PjBL's success in learning Arabic can be observed from increasing student active participation, the ability to manage tasks independently, increasing collaborative interaction, and the achievement of communicative project products (Gusma et al., 2025). This indicator appears when students show the ability to compose dialogues according to the theme, practice more precise pronunciation, and show increased fluency and courage to speak during the practice and staging process. Teachers also act as facilitators who direct the project, provide linguistic support, and ensure that each stage runs according to plan, starting from planning, implementation, to evaluation.

The implementation of PjBL at MI Muhammadiyah 10 Yanggong Ponorogo shows that this approach is able to create a more interactive, fun, and student-centered learning atmosphere. The language experience gained through project activities has a positive impact on students' learning motivation, confidence, and creativity in using Arabic communicatively. Thus, project-based learning not only supports the mastery of academic competencies, but also develops social skills and collaborative character of Madrasah Ibtidaiyah students.

The results of the research on project-based Arabic learning innovations at MI Muhammadiyah 10 Yanggong Ponorogo show that the Project-Based Learning (PjBL) model is able to improve students' speaking skills (*mahārah al-kalām*). These changes can be seen in increasing participation, confidence, fluency in speaking, and students' ability to construct Arabic dialogue in a more communicative and creative manner. The implementation of PjBL carried out through short drama staging projects has provided an authentic learning experience and allowed students to use Arabic in situations that resemble real contexts.

In the planning stage, teachers develop a learning plan that focuses on developing speaking skills through drama projects. The design includes determining the theme of the play, division of roles, drafting a simple dialogue script, and a list of vocabulary and functional expressions to be used. The teacher introduces new vocabulary through pronunciation exercises and short dialogues, so that students have linguistic provisions

before entering the project production process. At this stage, the students' enthusiasm is seen through their involvement in conveying ideas regarding storylines and character divisions.

The implementation stage shows that students are actively involved in the entire series of project activities. The researcher's observations show that drama practice activities have a direct impact on improving speaking fluency. Students practice reading scripts, rearranging dialogues to be more communicative, correcting pronunciation errors, and memorizing their respective roles. Interaction between students in groups also encourages the emergence of social skills such as cooperation, responsibility, and giving feedback to each other. The teacher acts as a facilitator who provides corrections related to sentence structure (*tarākīb*), pronunciation (*naṭq*), and vocabulary use (*mufradāt*). During the rehearsal process, the classroom atmosphere became more lively, with the predominance of the use of simple Arabic in project-related conversations.

At the evaluation stage, student performance is assessed through performance assessment criteria that are adjusted to the competence of speaking skills. There was an increase in three main indicators of speaking skills, namely:

1. Fluency, students are able to convey dialogue without long pauses and without excessive doubt;
2. Pronunciation, there is an improvement in the pronunciation of *hijaiyah* letters that were previously often wrong, such as *ḥā'*, *'ain*, and *qāf*;
3. Mastery of vocabulary *range*, students are able to use vocabulary according to the context, add variations in expressions, and be able to understand the meaning of other friends' dialogues during the performance.

Interviews with students revealed that they felt more confident speaking in Arabic because they gained more practice opportunities, not only through memorization but through engaging and meaningful dramas. The teacher also said that PjBL helps overcome conventional learning obstacles that tend to be passive, because through drama projects students are required to interact, practice, and perform in front of the class. Thus, PjBL creates a change in the learning culture that is more communicative and participatory.

The results of the study show that the application of project-based Arabic learning through short drama staging activities can improve students' speaking skills. This improvement can be seen in the aspects of pronunciation accuracy (*al-nuthq*), fluency (*al-tasalsul*), courage (*al-shajaa'ah al-kalamiyyah*), the use of *mufradat*, and the ability to work together in groups.

The active involvement of students in the planning process, script writing, role exercises, and drama performances makes learning more meaningful. Students not only

memorize vocabulary, but use them in a real context. The results of observations show that students who were previously passive began to dare to appear and express ideas.

The implementation of the drama project was carried out for four weeks. In the early stages, students are introduced to simple conversation themes such as *al-usrah* (family), *al-madrasah* (school), *al-mihnah* (work), and *al-asdiqa'* (friendship). Students were divided into groups and asked to write a drama script using simple Arabic.

In the second and third weeks, students practice dialogue according to the division of roles. The teacher provides guidance related to *tajweed al-huruf*, intonation, and the proper use of *ta'birāt*. Significant changes can be seen from the increase in confidence. Students become more courageous in speaking without fear of being wrong so that verbal interaction increases naturally.

In the fourth week, the whole group performed a drama. During the assessment process, teachers use rubric instruments that have been determined. The results showed that the average speaking ability of students increased from the fair to good category, with the highest aspect on the courage to perform and the lowest in the accuracy of sentence structure. This shows that the project-based method can be an effective strategy in MI-level Arabic language learning.

The implementation of drama projects is as follows:

1. One of the groups composed a drama titled “السَّعِيدَةُ أُسْرَتِي” (My Family Is Happy). They feature conversations between father, mother, and two children at home. Snippets of the dialogue they wrote are as follows:

الأب: كَيْفَ حَالِكُمْ يَا أَوْلَادِي؟
 الابن: نَحْنُ بِخَيْرٍ يَا أَبِي، الْحَمْدُ لِلَّهِ.
 الأم: مَاذَا تَفْعَلُ الْآنَ؟
 البنت: أَسَاعِدُ أُمِّي فِي الْمَطْبَخِ.
 الأب: هَذَا جَيِّدٌ، الْأُسْرَةُ تَعَاوَنُ وَمَحَبَّةٌ.

In the practice process, students learn to use dhamir (pronouns), family greetings, and simple nominal sentences. They also add properties such as small tables and toy kitchen utensils to strengthen the atmosphere. The results of the observation showed that students began to be able to speak without reading the text in full by the end of the second week.

2. Another group raised the title “الْمُدْرَسَةُ فِي يَوْمٍ” (A Day at School). The dialogue they developed describes the interaction between teachers and students:

المعلم: مَاذَا دَرَسْتُمْ الْيَوْمَ؟
 الطالب: دَرَسْنَا اللُّغَةَ الْعَرَبِيَّةَ يَا أَسْتَاذَ.
 المعلم: مُمْتَازٌ. مَنْ يُرِيدُ أَنْ يَفْرَأَ النَّصَّ؟
 الطالبة: أَنَا يَا أَسْتَاذَ.

In this project, students practice the use of *fi'il māḍī* (past verbs) and simple command expressions. At first, the pronunciation of the letters ض (*dhad*) and ق (*qaf*) was still incorrect, but through repeated practice and correction by the teacher, there was an increase in pronunciation clarity.

3. On the theme of work, one of the groups made a drama titled “تَكُونُ؟ أَنْ تُرِيدُ مَاذَا” (My goal). They feature a dialogue about ideals:

أحمد: مَاذَا تُرِيدُ أَنْ تَكُونَ فِي الْمُسْتَقْبَلِ؟
علي: أُرِيدُ أَنْ أَكُونَ طَبِيبًا. وَأَنْتَ؟
أحمد: أُرِيدُ أَنْ أَكُونَ مُعَلِّمًا لِللُّغَةِ الْعَرَبِيَّةِ.

This dialogue enriches the vocabulary of professions such as طبيب (doctor), معلم (teacher), مهندس (engineer), and شرطي (policeman). Students also practice sentence patterns using “أَنْ أُرِيدُ” (I want to be), which is then used more spontaneously during the staging.

4. Another group raised the theme of friendship with the title “الْحَقِيقِيَّةُ الصَّدَاقَةُ” (True Friendship). They make a simple conflict about misunderstandings between friends and their resolution:

خالد: لِمَاذَا لَمْ تُسَاعِدْنِي أَمْسَ؟
يوسف: أَنَا آسِفٌ، كُنْتُ مَرِيضًا
خالد: لَا بَأْسَ، أَنْتَ صَدِيقِي

This theme helps students use emotional expressions such as آسف (sorry) and لا بأس (it's okay), so that their expressive abilities are enhanced.

Overall, the final product of the project is a 5–7 minute drama performance per group recorded in the form of a video. Based on the observations, students showed increased speaking fluency, courage to perform, and the ability to pronounce sentences more naturally without completely relying on text. This shows that project-based learning innovations are not only conceptual, but can be implemented practically and replicated by other teachers by adjusting the theme and level of language complexity according to the level of students.

The assessment rubric is based on five main indicators:

- a. Pronunciation *Nuḥq al-Hurūf*
 - 1) Accuracy in pronouncing Arabic letters
 - 2) Obviously, not stammering
 - 3) Do not mix pronunciation with phonemes of other languages
- b. Fluency (*Fluency/Al-Tasalsul*)
 - 1) Say dialogue without pausing for a long time
 - 2) Flowing speech flow

- 3) Not too many pauses “aa..”, “mmm..”
- c. Vocabulary used (*Mufradāt*)
 - 1) Use contextual vocabulary
 - 2) Variations of mufradat that appear
 - 3) Accuracy of word selection in dialogue
- d. Sentence structure (*Tarkīb*)
 - 1) Simple sentence arrangement (number of ismiyyah, number of fi’liyyah)
 - 2) Suitability for the use of dhamir, fi’il, and isim
 - 3) Orderliness of message delivery
- e. Courage and expression (*Shajaa’ah wa Ta’bīr Wajh*)
 - 1) Appear confident
 - 2) Showing expressions according to roles
 - 3) The volume of the sound is clearly heard
- f. Group cooperation
 - 1) Compact in dialogue
 - 2) Effective role sharing
 - 3) Doesn’t overlap

The errors that appear on AFSU show excellent mastery in reading the text of the play. The pronunciation is clear and precise, and it is able to pronounce special Arabic letters such as ع، غ، ق correctly. Reading fluency is also very good, there are only small pauses in long sentences. The vocabulary is well understood so there are not many pronunciation errors. The structure of the readings such as the final harakat is generally precise, although there is occasional lack of emphasis on long marks (*mad*). AFSU appeared confident and worked very well with the group. The errors that occur are very minor and do not interfere with understanding.

ASM showed very strong performance in all aspects of the assessment. The pronunciation of Arabic letters is almost perfect and very clear. ASM reads very smoothly without annoying pauses. Vocabulary mastery is so good that dialogue is read out with the right intonation. Language structures such as the use of final meanings are also very accurate. ASM shows a high level of courage, a clear voice, and a convincing presence when performing. Cooperation with groups is excellent, often helping friends when they are in doubt. ASM errors are very few and do not affect the overall reading quality.

AZPA has good capabilities, but it still needs to improve some technical aspects. In pronunciation, AZPA sometimes mispronounces throat letters such as خ and ح. Reading

fluency is good enough, but it often stops when faced with long sentences. In vocabulary, some words are still pronounced incorrectly, especially words that have tasydid or long letters. The structure of the reading in the form of the final harakat is still often mistaken, for example, reciting the *dhammah* in the word that should be *fathah*. In terms of courage, AZPA is quite confident, but the intonation is a little less stable. The cooperation is good even though it is not very active in supporting friends.

DAFB scored enough that it still needed a lot of practice in reading Arabic texts. The pronunciation of letters is often incorrect, especially the difference between letters such as ξ and $\dot{\text{I}}$, as well as between ح and ه . Reading fluency is still low, often stops remembering texts, and needs help from friends. Vocabulary mastery is still limited so some words are read incorrectly or unclearly. Sentence structures such as final harakat are often overlooked, thus affecting the meaning. In terms of courage, DAFB still looks shy and lacks confidence in delivering dialogue. Cooperation also needs to be improved because they are still not able to follow the rhythm of the group. Even so, DAFB shows a good effort to understand the text.

Student assessment in learning Arabic through a project in the form of drama for grade VI students is as follow [Table 1](#).

Table 1. Assessment of drama project

Student Name	Pronunciation (4)	Smooth (4)	Vocabulary (4)	Structure (4)	Courage (4)	Cooperation (4)	Total Score	Category
AFSU	4	3	4	3	4	4	22	Excellent
AKZR	3	3	3	2	4	3	18	Good
ASM	4	4	4	3	4	4	23	Excellent
AZPA	3	2	3	2	4	3	17	Good
DAFB	2	2	2	2	3	2	13	Enough
FAC	4	4	3	3	4	4	22	Excellent
FSR	4	3	4	4	4	4	23	Excellent
GAR	4	4	4	4	4	3	23	Excellent
KAM	4	4	3	3	4	4	22	Excellent
MFR	2	2	2	2	3	3	14	Enough
MUR	4	4	4	4	4	3	23	Excellent
NTA	2	2	2	2	2	3	13	Enough
QPF	3	3	3	2	4	3	18	Good
R	2	2	2	2	2	3	13	Enough
RAS	3	3	3	2	3	3	17	Good
RKE	4	4	3	4	4	4	23	Excellent
SANA	4	4	3	4	4	4	23	Excellent
SZAP	2	2	2	2	2	3	13	Enough

Based on the table above, out of 18 students, there were 9 students who got very good grades, 5 students got good grades and 4 students got good grades. As shown in [Figure 1](#). The data indicates an improvement in the quality of learning implementation. This is reflected in the increase in the number of assessments in the Excellent category more than twice compared to before the intervention, which shows that the strategies or actions implemented have succeeded in improving the quality of the process and the results of the activity. At the same time, the decrease in the number of assessments in the Sufficient category shows that the intervention is effective in reducing participants' weaknesses and pushing them towards more optimal performance achievements. Overall, this change in the distribution of assessments confirms that the interventions

provided have a positive impact and can be considered successful in improving the effectiveness and quality of implementation results.

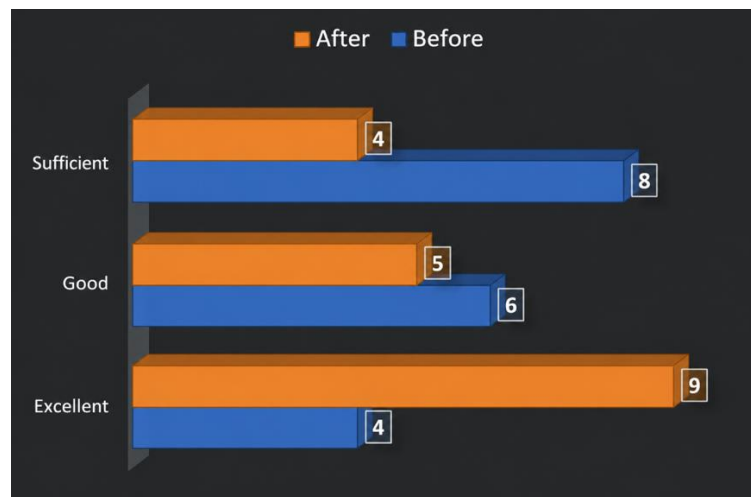


Figure 2. Improved learning implementation

Conclusion

The results of the study showed that the implementation of project-based Arabic learning innovations through drama staging activities was able to significantly improve students' speaking skills at MI Muhammadiyah 10 Yanggong Ponorogo. This model provides an authentic, collaborative, and product-oriented learning experience, so that students not only understand vocabulary and sentence structure, but are also able to use them in the context of real communication. Improvements can be seen in the aspects of pronunciation, fluency, courage to speak, vocabulary selection, and the ability to work together in groups. All assessment indicators show positive developments, especially in the aspects of courage to appear and the smoothness of dialogue. Project-based learning has been proven to create a more interactive classroom atmosphere and encourage active participation of all students. By involving them in the preparation of scripts, dialogue exercises, and drama staging, students become more emotionally and cognitively involved in the learning process. These findings indicate that a project-based approach is worthy of being recommended as an effective learning strategy to improve Arabic speaking competence at the primary education level. This model not only enriches students' learning experience, but also opens up opportunities for the development of similar methods on other Arabic skills.

References

1. Amal, I., & Choir, J. A. (2025). Innovation in Arabic Language Learning Methods in Elementary Schools : Enhancing Students ' Interest and Abilities. *Journal of Practice Learning and Educational Development*, 5(1), 73–77. <https://doi.org/10.58737/jpled.v5i1.326>
2. Asgawanti, E. D., Vicenovie, I., Situmeang, O., Negeri, P., Kreatif, M., Negeri, P., Kreatif, M., & Author, C. (2025). Improving Students ' English Speaking Skills through Group Discussions : A Qualitative Approach. *Journal of Current Innovation in Educational Research*, 0(0), 7–11. <https://doi.org/https://doi.org/10.62462/edelweiss.v3i1.51>
3. Dalimunthe, L., & Haryadi, R. N. (2022). THE EFFECT OF LEARNING METHODS AND VOCABULARY.

- The Effect Of Learning Methods And Vocabulary Mastery On English Speaking Ability*, 1(1), 1–7. <https://doi.org/10.54099/le.v1i1.58>
4. Dayyinati, E. L., & Abdan, N. S. (2025). The Use of the Structural Analytic Synthetic Method in Arabic Language Learning: Insights from Islamic Elementary Schools in Indonesia. *Journal of Arabic Language Learning and Teaching (JALLT)*, 3(1), 1–12.
 5. Fauzi, N. I. (2025). The Impact of Communicative Language Teaching on English Speaking Skills. *DIJEMSS: Dinasti International Journal of Education Management and Social Science*, 6(3), 1774–1781. <https://doi.org/https://doi.org/10.38035/dijemss.v6i3>
 6. Gusma, A. J., Yul, W., Oktavera, H., & Ulya, A. S. (2025). Exploring Project-Based Based Learning ‘ s Role in the Development of Arabic Students ‘ Speaking Skills through Experiential Learning Theory. *Mantiqu Tayr: Journal of Arabic Language*, 5(2), 161–182. <https://doi.org/https://doi.org/10.25217/mantiqu tayr.v5i2.5792>
 7. Hanfstingl, B., Arzenšek, A., Apschner, J., & Göllly, K. I. (2022). Assimilation and Accommodation. *European Psychologist*, 27(4), 320–337. <https://doi.org/10.1027/1016-9040/a000463>
 8. Huberman, M. B. M. and A. M. (1994). Qualitative Data Analysis. In SAGE Publications. file:///C:/Users/ACER/AppData/Local/Mendeley Ltd./Mendeley Desktop/Downloaded/Huberman - 1994 - Qualitative Data Analysis.pdf
 9. Mae, S., Laid, T., & Adlaon, M. S. (2025). A Systematic Review of Innovative Teaching Strategies in Science : Exploring Hands-on Learning , Technology Integration , and Student-Centered Approaches. *Acta Pedagogia Asiana*, 4(2), 101–114. <https://doi.org/https://doi.org/10.53623/apga.v4i2.645>
 10. Makrifah, N. (2023). Development Of Role Play Method To Improve The Ability Of Speaking Arabic In Islamic Elementary School. *Al-Ibrah*, 8, 53–66.
 11. Moh. Mahmud, A. F. (2021). THE IMPLEMENTATION OF COOPERATIVE LEARNING THROUGH TEAMS GAMES TOURNAMENT (TGT) MODEL TO IMPROVE STUDENTS’ SPEAKING ABILITY. *Jurnal Darussalam; Jurnal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, XII(2), 1–14.
 12. Mustofa, S., Desrani, A., & Ritonga, A. W. (2022). HOTS in Arabic Learning : A Study of The Implementation of HOTS on Students ‘ Critical Thinking Ability. *Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab*, 10(2), 133–144.
 13. Naghiyeva, G., Method, G., Competence, C., Methodologies, M., & Approaches, L. (2025). Revamping Traditional Methods : Evaluating the Grammar-Translation Method in Modern Language Teaching. *Acta Globalis Humanitatis et Linguarum*, 2(1), 88–104. <https://doi.org/https://doi.org/10.69760/aghel.02500111>
 14. Neon, M. I. (2024). Fluency as a Marker of Speaking Skills in Bangladesh : Blind Language Proficiency Evaluations. *TESOL Bangladesh Journal*, 01(01), 151–173.
 15. Nst, M. S., Insani, S. N., Manik, S. F., & Gilbert, S. (2025). Enhancing Speaking Confidence in Elementary Students through Task- Based and Communicative Approaches : A Community-Based Study at Rumah Tahfiz Daarul Uswah. *Jurnal Pendidikan Dan Ilmu Sosial*, 3(April).
 16. Patil, H., Mahandule, V., Turkar, P., & Nangare, O. (2025). International Journal of Research Publication and Reviews Integrating AI and Social-Emotional Learning to Enhance EFL Listening and Speaking Skills in Higher Education. *International Journal of Research Publication and Reviews*, 6(4), 6326–6329.
 17. Sigalla, L. E. (2025). Customizing Classrooms : How Teachers Can Adapt Education to Fit Student Needs. *Contem[Orary Education Ans E Learning*, 3(5), 38–59. [https://doi.org/10.59324/ejceel.2025.3\(3\).04](https://doi.org/10.59324/ejceel.2025.3(3).04)
 18. Solehudin, Nurhanifansyah, S. K. (2024). The Effectiveness Of Using The Kitab Muhawarah In Enhancing Arabic Speaking Proficiency In Malaysia. *AN NABIGHOH*, 26(2), 251–268. <https://doi.org/https://e-journal.metrouniv.ac.id/an-nabighoh/article/view/9904/4136>
 19. Suárez, E. O., Martinez-oportus, X. P., Paulo, J., & Castaño, M. (2025). Pedagogical Innovation and its Impact on Academic Performance : A Study of New Teaching Strategies. *Journal of Information Systems Engineering and Management*, 10(10), 788–795. <https://doi.org/https://www.jisem-journal.com/>
 20. Uchkunovich, A. K. (2022). Using Communicative Competence to Develop. *International Journal for Research in Applied Science & Engineering Technology (IJRASET)*, 10(March), 847–850.
 21. Vygotsky, L. (1978). *Mind in Society The Development of Higher Psychological Processes*.
 22. Zamrin et al. (2024). The Constructivist Learning Theory : Exploring Key Technological Advancements In Learning. *INTERNATIONAL JOURNAL OF MODERN EDUCATION (IJMOE)*, 6(23), 585–597. <https://doi.org/10.35631/IJMOE.623040>