

LEARNING USING PROJECT BASED LEARNING TO IMPROVE THE LISTENING SKILLS OF STIAB SMARTUNGGA STUDENTS: CASE STUDY

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Abstract

Project-based learning is the learning model involving students more active in teaching and learning. It also has the role for students to develop the knowledge and skill with the projects in group or individual. An alternate approach to teaching that places more emphasis on the learning process of the students than the instructional component of the lesson is the project method. It focuses on having faith in the kids and not trying to force a particular learning style on them. The reason why this model applied at STIAB Smaratungga: students do not have confident and motivation, the students are not active and the class is lecturers' centred. Almost all kids have trouble understanding what is being stated when someone speaks. 2) Pronunciation of the English language is too quick and confusing. 3) Misunderstandings of meaning frequently occur in conversations. Applying project based learning is able to assist students' listening due to it provides students the chance to have more practice.

Keywords – Smaratungga Buddhist College, Speaking, Project based Learning, qualitative

Introduction

The learning process is an action that involves several elements such as mental, physical and verbal. Not all students have the same skills and experience in learning. So from this problem it is necessary for a lecturer or educator to understand the characteristics of students. This argument is supported by Warwey and Santoso, (2023) who claim that understanding student characteristics is an obligation for educators, because this influences the media, models and methods used. Septiana et al (2023) emphasize that a teacher's inability to understand the characteristics of students will have an ineffective learning impact. This is proven in the learning process of students not getting what they need. The two previous researchers provided a clear description that taking an approach is one way of obtaining the information students

need, in this case it is how to learn English properly and correctly.

STIAB Smaratungga students are a group of students in the field of Buddhist education, but so that students can compete with the general public, this campus is given an English language education program for two semesters. The results obtained did not match expectations. After each lesson, students did not show significant results. Examples that often occur are: 1) when someone speaks, almost all students do not understand what is being said. 2) Too confused by English pronunciation which is considered too fast. 3) There is often a misunderstanding of meaning in communication.

Effective learning cannot be achieved easily, because actually learning is not only related to achieving all specific

learning objectives, but there are still many parts involved in it (Amanda et al., 2023). Effective learning is related to aspects of learning and the ability of educators who can direct students to achieve the expected learning outcomes. So that this can be realized, every student must be involved in learning activities. There are two main elements in effective learning, namely (1) educators must have a clear idea about the learning objectives to be achieved, (2) planning the learning process that will be delivered can be achieved according to the educators' expectations. In the learning process, students are the subjects and objects of educational activities. Therefore, the teaching process means students' learning activities in achieving a learning goal. Learning objectives can be achieved if students actively try to achieve them. Student activity is not only required from a physical perspective, but also from a psychological perspective.

An educational learning process is a process that is always oriented towards developing students' potential (Salyo et al., 2022). The principles that need to be maintained are: (1) child-centered learning activities; (2) learning through the results of actions; (3) develop cognitive, emotional, spiritual and social intelligence; and (4) learning all the time. Based on this opinion, evaluation is carried out based on the objectives and principles of evaluation, the evaluation tools used, and the assessment system used. Even though in its development, the implementation of evaluation in the world of education has changed, its presence will never disappear. Basically, the essence of evaluation is as feedback for the educational process. The next educational process and levels are carried out in stages.

English is a universal language because it is used by most countries in the world as the main language (Santoso, Prasasti, et

al., 2023). Many countries, especially countries that were previously colonized by England, make English a second language that must be mastered. English in Indonesia is considered a foreign language, but its position is quite important in the daily lives of Indonesian people. Teaching is an action that is in accordance with understanding and explanation on a certain basis, to enlarge the knowledge, character and behavior of students so that they become human. English as a world language is used in unfamiliar jobs and purposes, such as; education, business, professional, or various kinds of endeavors. Listening apart from language skills is important for language learners because in learning a language this is related to recognition and productivity. Assessment is a popular and sometimes misunderstood term in today's educational practice. This is an ongoing process to cover a wider domain (Lynch, and Mendelsohn 2013). In this explanation, the researcher tries to compare the types of listening and decide on the appropriate method to describe the assessment. Listening is divided into several types and functions, namely: 1. Intensive: Listening to the perception of components (phonemes, words, intonation, discourse markers, and so on) from a wider expanse of language. 2. Responsive: Listening to relatively long language (greetings, questions, commands, understanding, checking, and so on) to produce equally short responses. 3. Selective: Processing a stretch of discourse such as a short monologue or short story for several minutes to "scan" for certain information. 4. Extensive: Developing top-down and global understanding of spoken language. The broad performance ranges from extended listening to conversation and obtaining a message or understanding goals. Based on the types and functions of listening above, the researcher will use selective listening as the focus of the research, because in this section students will listen

to several short monologues and several stories to obtain certain specific information in acquiring listening skills.

One tactic used by English teachers to teach oral activities is project-based learning, or PBL. PBL can be used with discussion, dialogue, group or individual presentations, role-playing, and other activities. The PBL curriculum approach places a strong emphasis on using task-based issues to get students involved in collaborative, interdisciplinary learning. Students learn how to address problems that are unclear, open-ended, or poorly structured through problem-based learning.

Methodology

The research applied was qualitative study describing the phenomena happened at Smaratungga Buddhist College. The kind of qualitative research used was case study. It is the research approach used to generate an in-depth, multi-faceted understanding of a complex issue in its real context.

Finding and Discussion

The findings in this research refer to classroom observations carried out by researchers and other observers to reduce subjectivity. Observations were carried out to find out how project based learning was performing. Project-Based Learning (PBL) is a learning approach that places students in an active role in exploring, understanding, and applying concepts through relevant and meaningful projects. When applied in learning listening skills, PBL can have several advantages: 1) PBL encourages students to be actively involved in their learning. In the context of listening skills, students should not only listen passively, but they should also be active in understanding the context, capturing details, and possibly participating in conversations or discussions related to the project. 2) Projects in PBL are often designed to

reflect real-world situations or everyday life. This helps students feel the relevance of listening skills in familiar or interesting contexts. 3) Apart from listening skills, PBL also allows the development of other skills such as collaboration, critical thinking, and communication. For example, in projects that involve presentations, students not only practice listening, but also speaking and thinking creatively. 4) Because projects in PBL are often flexible and allow students to choose their own topics or approaches, this can increase student motivation and engagement. They have the freedom to adapt the project to their interests or needs. 5) In PBL, feedback is an integral part of the learning process. Students receive ongoing feedback from teachers and peers, which helps to improve their listening skills over time. There are several considerations that need to be taken into account when applying PBL to teach listening skills. One is ensuring that appropriately selected projects allow students to practice listening in authentic contexts. Additionally, there will need to be instructional adjustments to ensure that specific learning objectives for listening skills are identified and evaluated effectively during and after the completion of the project.

Apart from the information above regarding the performance of project based learning for listening skills, based on the results of observations, several specific symptoms or obstacles were found. Some problems that often occur are: 1) Students do not understand all conversations using English due to a lack of certain vocabulary and exercises. So in implementing project based learning, the steps include inserting some vocabulary into audio, YouTube, or other learning resources for students to repeat over and over again. Walder, K., & Molineux, M. (2020) in constructivist learning theory explains that learning can be carried out repeatedly and drilled according to the

student's ability to follow. This research reviews the conceptualization and operationalization of second language (L2) listening constructs. A total of 157 peer-reviewed papers published in 19 applied linguistics journals were coded for (1) year of publication, author, source title, location, language, and reliability and (2) listening subskills, cognitive processes, attributes, and listening functions potentially measured or investigated. Only 39 publications (24.84%) provided theoretical definitions for listening constructs, 38 of which were general or had a narrow construct scope. Listening functions such as discriminative, empathetic, and analytical listening are largely overlooked in building conceptualizations in research. Additionally, we identified 24 subskills, 27 cognitive processes, and 54 listening attributes (total = 105) operationalized in this study. We developed a multi-layered framework to categorize these features (Aryadoust and Luo, 2023).

Students are less able to understand the speed of native speakers in audio, YouTube or other sources. Failure in learning Listening Comprehension for students is certainly influenced by many factors. Based on the research results found in the field by researchers, the factors that influence difficulties in learning Listening Comprehension are categorized into two parts, namely internal factors and external factors. Each of these factors is explained more clearly by the researcher as follows: Internal factors are factors that come from within the student himself in learning Listening Comprehension. Based on the results of the questionnaire answers obtained during this research, the internal factors in learning Listening Comprehension are as follows: There is interference from students' listening devices so that when listening to the material being discussed it becomes less clear and difficult to understand. Low intelligence or learning

disability, namely limited memory or intelligence of students in understanding the material they are listening to. Low motivation and spirit, namely the absence of motivation and enthusiasm in studying the Listening Comprehension subject. Not concentrating (Learning Disorder) when listening to lesson material. Wrong habits that are often used by students in studying subject matter. For example: cheating or waiting for answers from friends (Lindemann, 2002).

What is different between previous researchers is that in this research there are several unique things, including: project based learning helps students interact and argue with each other. In these small groups, students do not feel burdened by shame or fear and this activity also motivates students to study better.

Interview data shows that students' opinions regarding the implementation of project-based learning are positive, and they agree that it is effective in improving listening skills. Results from open-ended questions in questionnaires and interviews revealed that students agreed that project-based learning activities led to improvements in their speaking skills. An important factor for students' positive opinions towards project-based learning using presentations is the cooperative learning environment. When students work in such an environment, they actively engage with the content being studied and interact interactively with others. Students work together on assignments and are expected to explore, apply, generate information, and solve problems. Project-based learning is a form of cooperative learning that contextualizes learning where students are given problems to solve or are allowed to develop products (Katz, 1994).

In doing this, students work together and help each other to achieve learning goals

and complete assignments. Group activities are assigned to each individual so that each is responsible for their work. This cooperative learning process allows students to develop affective factors, learning processes and communicative abilities. In addition, cooperative learning is effectively used to develop students' oral communication skills (Deng, 2007). The cooperative learning environment results in increased student motivation to work with peers and improved speaking skills. They work in a cooperative, non-threatening environment where each student supports each other to learn. Communicative tasks in project-based learning challenge students to achieve set project goals. The following excerpt is an example of how students work cooperatively.

One of the interesting benefits that students get from doing project-based learning using presentations is the integration of technology skills. Students explained that they used technology tools to prepare their presentations. They added that they search for information from the Internet and use technology skills to create visual presentations. To do this, technical tasks are given to students in each group according to their abilities and preferences. In project-based learning, students can use technology skills to participate in learning activities to improve language skills. In Fauzi's (2016) research, students' speaking skills and speaking confidence were improved through multimedia-based presentations. One of the important steps in project-based learning involves students searching for information for their presentation. In the process, they discover facts about local tourism: general background, local lifestyle and customs, tourist attractions and attractions. Interesting feedback from one student regarding further study regarding project-based learning involved incorporating local community products as a theme for

the next project. He explained that when researching the topic, he found many interesting local products from famous tourist attractions.

From the various explanations above, researchers also obtained some data on learning outcomes, especially on listening skills. There are significant changes between before and after the use of project based learning. This change is not measured by how many scores the students get but how students have changed in understanding some notes on previous difficulties. Such as: understanding several expressions conveyed by native speakers, pronunciation, accent and speed are also special concerns in listening skills. On the other hand, almost 75% of students are considered successful, but there are some who are still in a state of no development or lack of change in learning listening skills. Through in-depth interviews with five students, the following information was obtained:

Implementing learning using project based learning is a good approach but there is a certain selfishness for some members or leaders in the team because they feel they are better than those with less ability. Students who have less skills experience mental decline because they have to join better ones. Educators or lecturers should have more control and observe all students and not just leave it to the team. Evaluations that are of particular note, project-based learning assessments or observing the effectiveness of using this model must be carried out in detail for each student.

The students have the opinion about the use of project based learning can improve students listening skill: listen to the speaker attentively, understand what he says, respond to and reflect on what is said, and retain the information. In its implementation, the lecturer or educator

observes, provides notes and provides an assessment of the learning activities. The notes were analyzed in depth with several questions to the students. This means to find out whether students understand the content of the video provided. So the assessment technique used by lecturers in speaking courses is an assessment rubric related to pronunciation, vocabulary, grammar, fluency and understanding (Rost, 2013). It means that if the students can pass all these components they can achieve this test.

In this study, the researchers did not focus how to provide the score for the students but the progress of students in learning became the attention.

Conclusions

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