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Judul Skripsi : Using Project-Based Learning Model to Promote Students'
Listening Comprehension at Vocational High School

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CHAPTER I INTRODUCTION In this chapter, the writer will explain the background of the problem, the identification of the problem, the limitation, the research question, the objectives, and the research's significance. Background of the Problem Listening is the one of basic skills in foreign language teaching and learning. We first learn and accept the knowledge basically from what we listened to before we can speak, read, or write.

The simplest knowledge that usually we have been got is when we communicate with each other in our society. While we communicate with each other, we simply listen and automatically absorb the knowledge and meaning of the context. Even though there are some visual or kinetic materials, for some reason, we still have to look for another oral explanation to make it clear.

In conclusion, we were auditory learners for once and will gain more information through listening than through other input (Palmer, 2014). Second language (L2) listening comprehension is a complex process that is also critical in the development of second language competence. For personal, intellectual, and professional success, listening is an essential skill.

Listening is one of the English skills that students have to master because listening is an avoidable activity in our daily life (Yuria et al., 2014) according to Hien (2015) listening is performing a crucial role in human life. People normally listen for many purposes, for example, for entertainment, academic purposes, and getting important information.

Furthermore, Diora & Rosa (2020) assert that learning listening will let people extremely advance their communication skills through the process of obtaining information from the speaker says, forming and representing the meaning, discussing the meaning with the speaker and answering it, and producing the meaning through participation, creativity, and empathy (Gilakjani & Sabouri, 2016).

Accordingly, Sulistyani (2014) emphasizes that if the capacity to understand the spoken

form of a foreign language is not learned naturally, this receptive skill must be taught. Nonetheless, it is one of the most difficult aspects of language acquisition for many students. Listening is the major way for students to obtain information.

In the classroom, the student will pay attention to the teacher that provides the materials orally, and it makes sense that the teacher should consider what they have to speak and what the student has to listen to. Since the teacher would be spent much time speaking, they must be wise and figure out carefully to provide their materials and information to the students, especially in foreign language teaching and learning activity (Palmer, 2014).

In short, the teacher has to make sure about the materials will be easy to comprehend by students the teacher only explains the materials orally. To learn to listen, students are required to complete some indicators to get the ideal values. According to (Brown, 2004a), some stages represent a possible assessment objective.

The first is understanding the surface structure elements, for example, phonemes, words, intonation, or grammatical categories. The second is comprehending the pragmatical context. The third is establishing the meaning of auditory input. The fourth is developing the core, a universal or extensive understanding. However, some obstacles are still faced by the students.

It makes students worried and scared to learn to listen. Yulisa (2018) said that listening is the hardest skill among all four skills to be learned. There are several difficulties in teaching listening skills, including difficulty in making students understand, media issues, teachers having difficulty with fast videos, teachers losing control of the class, crowded environments, students receiving low grades, difficulties in teaching and delivering materials, students lacking vocabulary, and teachers having difficulty understanding the materials.

The message to be listened to, the speaker, the listener, and the physical context are all sources of evidence that illustrate why listening is difficult. To deal with these teaching difficulties, a professional teacher needs to develop their materials probably in an innovative and creative method or model during the learning activity. It is supposed to gain the students' interest in certain materials so that the students could enjoy the learning activity.

Permendikbud (Ministry of Education and Culture) No. 65/2013 suggests that teaching and learning processes include learning models, media, and resources that are appropriate for the student's characteristics and the lesson.

The teachers' approaches to learning, whether theme and/or integrated thematic, discovery, or project-based, are based on the characteristics of the students, the lesson, competency, and education levels. One of the methods that could be utilized is project-based learning (PBL). The application of project-based learning as the method of teaching listening was supposed to give innovation in conducting the teaching listening, especially for vocational high school students.

Identification of the Problem Furthermore, in fact, according to the researcher's experience during conducting the study in SMK PGRI 2 Kediri, it was found that some students still had a problem with listening comprehension. They were still confused about the meaning of vocabulary when they listened to the audio materials from the teacher.

The students still had some difficulties answering the question because they did not understand the context of the dialogue or monologues that was given by the teacher well. They also did not have high motivation to learn to listen. Based on the researcher's observation findings, the main problem of the students' listening comprehension ability might be caused by the learning method in teaching listening. The use of learning models might be not suitable for students and no more challenging for students intellectually.

The wrong chosen materials and methods in teaching listening also caused unreal learning activities and the role of students does not involve at all. Often, students are only asked to listen to the audio and answer the question which is the simplest technique in teaching listening. To motivate them to learn to listen to understand the text better they need to be stimulated with a more challenging and meaningful way of learning.

Limitation This research was conducted in SMK PGRI 2 Kediri. The research was focused on students' performance in listening comprehension using a project-based learning model during a teaching-learning activity. The researcher also investigated the students' achievement before and after the implementation of project-based learning as the model of learning activity.

The target of this research was the eleventh grade of the Multimedia 2 class. Research Problem Based on the background and the identification problem above, the researcher formulates several questions to conduct this research, as below: How is the students' achievement before the implementation of the project-based learning model? How is the students' achievement after the implementation of the project-based learning

model? Are there any significant influences on the implementation of the project-based learning model? The Objective of the Research According to the research questions above, the researcher identified several objectives of this research as the following bellow: To find out the students' achievements before the implementation of the project-based learning model. To find out the students' achievements after the implementation of the project-based learning model.

To find out the significant influence of the implementation of project-based learning. The Significance of the Research The results of this research are hopefully could be worthwhile both theoretically and practically especially in the educational system, as following the section below: Theoretical Significance The results of this research are expected to serve as the solution to the suitable learning model in conducting teaching listening.

Practical Significance For Students The results of this research can be used as a reference to improving the students' achievements and skills, especially in listening comprehension. For Teacher The results of this research can be used as a suggestion and overview for professional teachers to develop and conduct teaching listening activities.

For Other Researchers The results of this research can be used as references for additional information to organize some research related to listening comprehension skills and project-based learning. Definition of Key Terms In this section, the researcher will define the key terms related to this research as below: Listening Comprehension Listening is the basic receptive ability to comprehend some context and information in spoken language at the discourse level including conversations, and oral information texts that involve processes of excavating and developing the meaning.

The goal of listening comprehension is also counting on understanding the implicit meaning of linguistic aspects, including gesture, intonation, and expression as well. Project-Based Learning Project-based learning is the approach to a learning activity that is used by several people through a project. Project-based learning is the model of learning that allows the students to find out solutions and resolve real problems in real life as group mates.

The students will be given the chance to take their own decision through the discussion, and the teacher's role is only as the facilitator that guides the students to organize the project. Vocational High School Vocational education is an organized educational system that provides a sequence of courses to guide the students or learners in individual preparation skills in paid and unpaid employment in the present and

emerging occupations.

Vocational high school is the one of educational institutions that are committed to creating workers with certain skills that could be adapted to sociality and supported by the Indonesian demographic.

CHAPTER II LITERATURE REVIEW In this chapter, the writer will explain the theoretical review from the experts, the review of previous research, the framework of the research, and the hypothesis.

Theoretical Review Listening Comprehension **The Nature of Listening** Listening is a basic skill in foreign language learning, moreover as speaking, reading, and writing. Listening is the one of receptive skills that has an important role in English language teaching and learning. Listening is the basic skill that students should develop before mastering all language skills.

Listening refers to an activity when someone uses their ears to obtain information and entertainment. **Listening is an active** and creative process that needs mastery skills and listening is the dominant means of sensory comprehension. According to Schmitt (2010), listening is a bunch of processes to recognizing the sounds delivered by the speaker, comprehending the intonation scheme of the information, constructing the relevance topic from what being spoken, and so on.

The listener plays a very active part in linking the overall messages which are ultimately exchanged between the listener and speaker (Ghonivita et al., 2021). **Listening is more than just hearing the** information of a certain context. The students are required to be capable of receiving and understanding the input information quickly to comprehend oral communication effortlessly at numerous levels.

This activity concerns the active processes of both what students hear and the connected information that they have already known, then they will merge it with their thought or experience to create meaning (Rahayu, 2013). **In other words, listening** skills involve the process of hearing, understanding, evaluating, and responding to a message or knowledge.

Definition of Listening Comprehension Listening has an important role in mastering a foreign language in spoken formation. By mastering listening skills, English learners are required to understand the knowledge of the speakers or other materials and respond logically to what is meant by the speakers.

Listening comprehension is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain (Brown, 2004a). Listening comprehension is the diverse action of understanding spoken language (Ahmadi, 2016). Listening comprehension is indicated to understanding the involvement and obvious **meanings of words and sentences of** oral language.

Listening comprehension is more than just hearing what is said. Good listening comprehension will let the students or learners understand, remember, discuss, and retell the context of the materials from their perspective as well. The goal of listening for comprehension is to obtain the meaning of what listeners hear and afterward make a reaction to represent what they have got and understood (Ardhani, 2012).

According to Buck (2001), listening comprehension is a very complex process of making sense of what listeners hear, and the listeners must comprehend how the process runs to evaluate it. Listening comprehension refers to understanding the purpose and obvious meaning of words and sentences in a spoken language. Hamouda in Ahmadi (2016), listening comprehension means understanding what the listener heard and they can repeat the text even the fact that the listener might be repeating the sounds without real understanding. Listening is a complex mental process that includes perception, attention, cognition, and memory.

Comprehending speech in a foreign language is a slightly complicated responsibility for language learners. Comprehension is the power of understanding. After the brain identifies and recognizes the auditory signals, they are assigned meaning. Listeners comprehend the spoken materials through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic instruction (Saraswaty, 2018). Micro and Macro-Skills of Listening We use micro and macro talents when listening to the materials and information.

Making sense of the noise, or decoding the smallest units of sound available to listeners, is meant by micro-skills. Additionally, macro-skills require using all of our knowledge of the world, including what people say to whom and why as well as what might happen (Wilson, 2018). Brown, as mentioned in Wilson (2018), right-brain functions are used by macro-listening skills, which are also holistic and intuitive.

Micro-listening skills, as opposed to macro-listening skills, rely on left-brain logical processing and linear decoding processes. Macro-listening abilities are top-down in nature, which distinguishes them. Macro-listening abilities consist of a variety of top-down procedures, including identifying conceptual structures, formulating predictions based on real-world information, concentrating on key topics, and constructing mental models of what you have heard.

The pedagogical implications of macro-listening abilities can thus be summarized in a variety of ways: by encouraging students to concentrate on ideas, assisting them in understanding the conceptual structures of longer speech acts, and encouraging them to continually think ahead while reflecting on what they have heard and how their

interpretation of it fits in with what they are hearing now.

In addition, micro-skills for listening refer to understanding the speakers' expressions (Rizki et al., 2014). In micro-skills, the listener has to define intonation patterns, such as identifying stress and rhythm. The development of micro-listening abilities involves organizing the tiniest incoming alert, such as phonemes and paralinguistic features, into intelligible words and phrases. It is fully stimulus-driven and concerned with processing what is present.

In contrast, macro listening abilities make use of schemas and more extensive contextual alerts (Wilson, 2018). According to Richard, adapted by Brown (2004), he provides micro and macro skills for listening as mentioned below: Micro skills Discriminate among the distinctive sounds of English. Retain chunks of the language of different lengths in short-term memory.

Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information. Recognize reduced forms of words. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance. Process speech at different rates of delivery. Process speech containing pauses, errors, corrections, and other performance variables.

Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense agreement, pluralization), patterns, rules, and elliptical forms. Detect sentence constituents and distinguish between major and minor constituents. Recognize that a particular meaning may be expressed in different grammatical forms. Recognize cohesive devices in spoken discourse.

Macro skills Recognize the communicative functions of utterances, according to situations, participants, and goals. Infer situations, participants, and goals using real-world knowledge. From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as the main idea, supporting idea, new information, given information, generalization, and exemplification. Distinguish between literal and implied meanings.

Use facial, kinesics, body language, and other nonverbal clues to decipher meanings. Develop and use a battery of listening strategies, such as detecting keywords, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Principles of Listening **Listening comprehension is a** multidimensional, participatory process that develops meaning rather than being a passive process of merely accepting the incoming facts. According to Anderson, **perceptual processing, parsing, and** usage are three phases of listening comprehension. Listeners first identify the relevant units in the flow using their linguistic expertise and then match them with their prior information to achieve comprehension.

Beginners will focus more on linguistic specifics, whereas listeners with higher language skills will eventually develop simultaneous and automatic processing and focus more on contextual understanding (Gu, 2018). Effective listening will generate successful listening. Effective means comprehending the language (such as grammatical capability) and how language is applied in differential situations (such as international capability).

The rationalization of using listening in the classroom is to let the students listen to other varieties and accents of English rather than to the sound of their teacher which may be full of anomalies (Suryanto, 2019). According to Harmer, cited in Suryanto (2019), there are six important principles for the teacher **to pay attention to** during listening activities in the classroom, as mentioned below: **Principle 1: Encourage students to listen as often and as much as** possible. Principle 2: Help students prepare to listen.

Principle 3: Once may not be enough. **Principle 4: Encourage students to respond to the content of listening, not just to the language.** **Principle 5: Different listening stages demand different listening tasks.** **Principle 6: Good teachers exploit listening texts to the full.** Furthermore, since most students do not have the occasion, equipment, or time to implement **listening to a foreign language**, Peterson (2012) argues about the six principles for listening comprehension in classroom activities as follows: Increase the amount of listening time in the class.

Listen before other activities to prepare them for speaking, reading, or writing. Include both global and selective listening, the former for gisting from the top level, and the latter for catching details and increasing accuracy. Activate top-level skills **to evoke students' background knowledge** at every proficiency level. Work towards automaticity in bottom-up processing.

Develop conscious listening strategies. Assessing Listening In the language classroom, four language skills should be evaluated to provide an improvement for further learning and teaching activity. The teacher plays the main role in evaluating those skills and ensuring the quality of learning through classroom activities supporting students learning.

The practice in the classroom is well-known as formative assessment which looks for the expanse and witness of students' achievement which provokes and utilized by the teacher to build the next step of instruction. The purpose of practice for the teacher and students is to discover the strength and weaknesses, to provide sort of information which are used by the teacher as directional planning and can be used by the students to sharpen their comprehension to increase their achievement in teaching-learning activities.

Listening is the most complex skill to be assessed by the students than other skills. It entails an oral input where the students have to listen and deliver the information on their intellectual capabilities through auditory perception. The information given in listening skills is usually in spoken text.

In this case, the students will make an effort to comprehend the information or the context from what they listen to, differently from the written text that the students can read (Rohaniyah, 2021). According to (Buck, 2001), there are several strategies for conducting listening comprehension assessment, as follows: The Discrete-Point Testing The basic idea of discrete-point testing is that it is possible to analyze and isolate the separate bits or elements of language (the units of linguistic knowledge) and test each one of these separately. Discrete-point tests generally use selected responses.

True/false items are quite common, but the three or four-option multiple-choice format has become so closely associated with discrete-point testing. The most common tasks for testing listening in the discrete-point tradition are phonemic discrimination tasks, paraphrase recognition, and response evaluation. Integrative Testing According to Oller, integrative tests attempt to assess a learner's capacity to use many bits simultaneously.

He defines these integrative tests as any procedure or task that causes the learner to process sequences of elements in a language that conforms to the normal contextual constraints of that language. Integrative tests tend to see language processing as an isolated event, where the listener grasps the basic linguistic information in the message but then is not required to relate that to the next context.

Communicative Testing According to Hymes, the basic idea underlying communicative teaching is that language is used for communication, in a particular situation, and for a particular purpose, and the important thing is not what a person knows about the language, nor how grammatically correct they are, but whether they can use it to communicate in the target-language use situation, the real-world situation which the language will be used.

Project-Based Learning Definition of Project-Based Learning During the implementation of learning activities in the classroom, students need the freedom and right to pursue their hobbies or interests if they are to acquire life skills. Teachers should encourage students to consider their passions and discuss issues like, "What are you particularly excited to do in your career?", "What do you expect to achieve, either locally or globally?", and "What do you want your peers and co-workers to remember you for?".

Students can develop a project expressing their passions when they are divided into small groups to explore these kinds of problems. To conduct learning activities, most teachers often use some model of learning. The model of learning that can gain the students' learning interest is project-based learning.

According to Bell (2010), project-based learning is the approach used in a learning activity that trains amount of people through a project. Project-based learning is also a model of learning activity that briefs the students' life by allowing them to promote and resolve real problems (Baghoussi & Zoubida El Ouchdi, 2019).

Project-based learning can be described as a teaching style where teachers guide students through a problem-solving process that includes identifying a problem, making a plan, verifying the plan to reality, and analyzing the plan while creating and finishing a project (S. D. Wurdinger, 2016). Project-based learning is also defined as the learning model through solving a project within a time (Stanley, 2021).

The project-based learning is a teaching strategy that set some point on particular tasks, specifically in the form of projects that can guide the students to face the investigation process (Hamidah et al., 2020). In conclusion, these definitions are referring to learning with a student-centered approach. With this approach, the students are required to design and solve the projects with multiple of solving problems during their work.

The students also practice their communicative and collaborative skills through the projects. The Implementation of Project-Based Learning Since students must make several trial-and-error tries before completing the project to their satisfaction, problem-solving tasks that require a project deadline take more time than passive learning approaches.

With this method, some teachers are more teacher-directed and assign the projects to the students, whereas other teachers are more student-centered and let the students design their projects based on their interests (S. D. Wurdinger, 2016). The teacher will read a textbook aloud and guide the instruction. The information or skills are then

conveyed to the student.

While the framework, materials, and direction are made available to them, it is up to them to choose the most effective method of learning the subject (Stanley, 2021). The implementation of project-based learning in language learning activities is supposed to develop the student's language skills. A project from the teacher is to merge the four language skills, including listening, speaking, reading, and writing, also involves applying variant activities (Thuan, 2018). When doing the projects, the students are the one who contributes the most.

They do the project, investigate the problem, determine the solution creatively, and convey their idea to others (Astawa, 2018). Project-based learning also uses creativity and thinking skills, develops students' communication skills, promotes collaborative skills, increasing self-directed exploration, and long-term learning skills (Condliffe et al., 2017).

The process of project-based learning place students as the subject and teacher as the facilitators who organize everything in the learning activity. This kind of activity will be focused on the student's understanding through the materials with teacher guidance in every problem in learning, mastering, and achieving the student's competencies. Designing and planning the project is done for finding the student's needs and interests, then they could apply these projects.

After the student does the project through the process, the end of the stage is conveying, publishing, and presenting the project's final result (Trisdiono, 2014). According to the module of Widiarso, E (2016), there are some stages to conducting the projects. The first is determining the fundamental questions and choosing the project topic. The second is, designing the planning the projects.

In this phase, the students will choose the kind of activities and the materials. The third is composing the schedule; which contains the time range of the projects. The fourth is monitoring the students and the progress of the project. This stage is usually conducted by the teacher as the facilitator to the students in every process.

The fifth is examining the result, which is giving feedback on the students' projects. And the last stage is about evaluating the experience and reflecting on the results of the projects. This model of learning is to lead the students in a collaborative project that affiliates sort of subjects/curriculum materials, offers opportunities for students to investigate information/materials using abundant significant means, and establishes experiments collaboratively.

The characteristics of the project-based learning model include that students deal with physical problems, look for resolutions, and work on projects in groups to get over these problems. Skills grown in project-based learning include communication and presentation, organizational and time management, research and inquiry, self-assessment and reflection, group participation and leadership, and critical thinking.

Project-based learning model can be used when educators want to conduct active learner-centered learning and emphasize scientific skills such as observing, using tools and materials, interpreting, planning the projects, applying concepts, asking questions, and communicating well (Sinulingga & Moenir, 2022). The Advantages and Disadvantages of Project-Based Learning In conducting the project-based learning method, there are some advantages and disadvantages during the implementation of this learning model, as mentioned below: The Advantages of Project-Based Learning Project-based learning method provides some advantages in its implementation as stated by the number of researchers.

Project-based learning contributes to students' skills in their time management, teamwork, delegation of responsibilities, and prioritizing (Žerovnik & Šerbec, 2021). Project-based learning courses have an impact on life-skill development, such as problem-solving, communication, creativity, responsibility, and self-direction (S. Wurdinger & Qureshi, 2014). Students also can self-evaluate their projects, efforts, motivations, interests, and productivity levels.

They become critical friends by giving feedback and will improve their interactions with each other (Bell, 2010). Project-based learning enhanced students' knowledge and skills development. Project-based learning also encouraged collaboration and negotiation within the group (Guo et al., 2020).

Project-based learning helps to gain students' evaluating skills for presentation and reduces communication anxiety (Farouck, 2016). The Disadvantages of Project-Based Learning Project-based learning also provides some disadvantages during its implementation in learning activities. Implementing project-based learning requires more time (S. D. Wurdinger, 2016).

If project-based learning has never been used before, it is necessary to teach students how to interact and manage the conflict within the group, because there is a possibility of less active students in a group (Thuan, 2018). Review of Related Research Mali and Calvin in their study under the title "Project-Based Learning in Indonesia EFL Classroom: from Theory to Practice" discussed the reason for implementing project-based learning

to organize two projects and activities in Creative Writing and Second Language Acquisition at the English Education Department of Universitas Dunia Indonesia. This research aims to justify why the PBL approach was selected to design the project.

This research provides the implementation of PBL in CW and SLA classes supported by technology that students used and shares some implications for pedagogical practices. The result of this research shows that students can experience working together with their mates to share their knowledge, to discuss, and respect different ideas (Mali & Calvin, 2016).

Based on Rabacal and friends, in their study under the title "Developing 21st Century Skills Using Project-Based Learning" described the effects of project-based learning for developing students' 21st-century skills on the grade 7 students in computer hardware service program. The main problem of this research is there is a need for transformation from the old method of learning activities through lecturers and textbooks to a different learning method to gain the 21st-century skills of the students.

This research used experimental research, with a quasi-experimental design, which is a non-equivalent control group design with a pre-test and post-test. The research respondents are about 20 students in the experimental group which taught in the project-based learning method, and 20 students in the control group which taught in the lecturer-discussion method. The data collected from the pre-test and post-test were given before: the validated and reliability-tested pre-test.

The data were analyzed using mean and t-tests. The research results show that both the experimental and control groups achieved low in their pre-test. Besides, both groups achieved an average in their post-test, and there is a significant difference level both in the pre-test and post-test. From the research results, it can be concluded that there is no significant difference between project-based learning and the lecturer-discussion method, and both methods are good methods for teaching computer hardware servicing (Rabacal et al., 2018).

Based on Saputra and friends, their research under the title "The Implementation of Project-Based Learning Model and Audio Media Visual Can Increase Students' Activities" explained the use of project-based learning helped by audiovisual media can increase students' activities. The problem with this research is that the students tend to be passive, have low motivation, have conventional teaching methods, and lack learning media, and it needs another innovative learning for teachers and students.

The research respondent in this research is class XI Social Science at SMAK Suria

Atambua and class XI Social Science at SMA Negeri 1 Atambua. The researcher used qualitative and quantitative approaches, then the combination method used was convergent parallel mixed methods. The data was obtained through observation, interview, document ion, and questionnaires technique.

The research result showed that the implementation of project-based learning helped by audio-visual media increased students' learning activities which resulted in the pre-test being 41.41% and the post-test being 61.09%, and increased to 78.91% after treatment in cycle 1. Meanwhile, there is an improvement in SMA Negeri 1 Atambua after the implementation of project-based learning; from 42.59% to 56.49%, and increased to 82.49% in cycle II (Saputra et al., 2018). Theoretical Framework / Figure 2.

1 Theoretical Framework of the Research

Listening is a fundamental skill in language learning, especially in English as a second language. Primarily, listening is the skill that requires students to absorb the spoken information and then explain it with their own words and phrase. Rost (2011) defines listening as a process of receiving the information that speaker said, figuring out the relevant experience, concluding and responding the information values, and developing the meaning through the possible imagination.

In the listening process, there are some essential aspects that students have to be mastered, such as vocabulary and its meaning, and also the students' capability in getting information. At a particular time, listening can be the most difficult skill for students. The difficulties can be from the vocabulary that they never know before and mishearing moments that they will face.

The students need to understand the main information given by the speakers while they listen to the whole material. Promoting the students' listening comprehension skills needs a suitable learning model to reach the goal, including project-based learning. Project-based learning is a learning model that requires students to do a project with their partners to achieve the goal with a sequence of steps.

Goodman & Stivers (2010) defines project-based learning as a directional approach developed upon learning activities and authentic tasks that have carried out challenges for students to resolve. According to Widiarso (2016), the implementation of project-based learning is including determining the fundamental questions, designing the planning of the project, composing the schedule, monitoring the students by the teacher, examining the result of the project, and evaluating the final result of the project.

The application of the project-based learning model generally can improve the students'

collaborative skills. It is also expected to gain the students' achievement in listening comprehension skills as stated in Brown (2004), mentioned the listening possible assessment objectives such as understanding surface structure elements, comprehending pragmatical context, establishing meaning, and developing the core of the information.

Furthermore, with the sequence of implementing project-based learning and determining the indicators of value, the researcher decides to hold an experiment to examine **the effectiveness of the** project-based learning model. **Project-based learning is** a learning model that involves students' participation in every activity to create the project.

The experiment of implementing project-based learning hopefully can solve the students' problems and increase students' interest in improving their listening skills. The application of project-based learning is also supposed to gain **students' listening comprehension skills** and make it an effective learning model in listening class. Hypothesis **A hypothesis is a** temporary supposition of the problem formulation.

In this research, the researcher formulates some hypotheses as mentioned below: The Null Hypothesis (H₀) There is no influence of the project-based learning model in promoting students' listening comprehension **in vocational high school** The Alternative Hypothesis (H_a) There is **the influence of the** project-based learning model in promoting students' listening comprehension **in vocational high school**

CHAPTER III RESEARCH METHODOLOGY In this chapter, the researcher will provide about the research variable, research design, place and time of the research, population and sample, research instrument, the technique of collecting the data, and data analysis.

The Identification of Research Variable To formulate the research, the researcher has to know which variables that going to be observed. The variable is something that can be resolved by the researcher to examine, obtain the information, and formulate the decision. The variables need to be specified in an experiment so that it is obvious to readers which groups that are received the experimental treatment and what outputs are being measured.

Creswell (2009) mentioned that there is some variable classification suggested for building up the ideas in research: The Independent Variable The independent variables are those that possibly generate, affect or form the outcomes, which means that the independent variable will give influence the other variables. Thus, the researcher used project-based learning as the independent variable that can influence the other variables in this research.

The Dependent Variables The dependent variables are those that rely on the independent variables. The dependent variables are generally the outcomes of the influence of the independent variables. Thus, the researcher used the students' listening comprehension skills as the dependent variable in this research.

Approach and Technique of the Research Research Approach This research is entitled "Using Project-Based Learning to Promote Students' Listening Skills at Vocational High School", and explains the effectiveness of the use of a project-based learning model to the students' listening comprehension skills. This research used a quantitative approach.

According to Creswell (2018), the quantitative approach focuses on systematically measuring (or experimentally changing) a small number of variables to address research questions and hypotheses that are guided by the theory. Meanwhile, as stated by Sugiyono (2019), quantitative research can be defined as the research method that is used to investigate the group of chosen population or samples, gather the data using instruments, use quantitative statistics for analyzing data, and is a purpose to examine the hypothesis.

Research Technique In this research, the researcher used an experimental design. According to Creswell (2009), an experimental design aims to examine the effect of a treatment (or an intervention) on a result, controlling for all other factors that might influence that result.

Several types of experimental designs are to be used in the proposed study, such as pre-experimental design, true experiments, quasi-experiments, and single-subject designs. Furthermore, the researcher used a pre-experimental design to study a single group and present an intervention during the experiment. In this case, the researcher chooses **one group pre-test and post-test** design, this design includes a pre-test measure followed by a treatment and a post-test for a single group. Place and Time of the Research Place of the Research Choosing the place is important to make the data appropriate to the variable of the research.

This research was conducted **in SMK PGRI 2 Kediri** to the eleventh-grade Multimedia 2 students in the academic year 2021/2022. The reason why the researcher chooses this location is because most of the students are still weak in their listening skills. Most of them are difficult to understand the meaning and convey the information from the spoken materials.

Furthermore, the learning activity was held monotonously, so that there is no interest of the students when they are learning English, **especially in listening skills**. Time of Collecting Data To establish how long the research must be held, the researcher set up the schedule to make the research successful and systematic. This research was conducted on November 2021 until June 2022. The sequence information on the progress of this research can be seen in the table below: Table 3.

1	Time of the Research	No.	Activities	Month	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022
	1.	Writing the Proposal	v									
	2.	Developing the Research Instrument	v									
	3.	Collecting the Data	v									
	4.	Analyzing the Data	v	v								
	5.											

Writing the Research v v v v **Population and Sample of the Research Population of the Research** Population refers to the communal zone that consists of some people, objects, or events with particular characteristics that want to be examined. In this research, the researcher has taken the eleventh-grade **students of SMK PGRI 2 Kediri** as the population object.

Sample of the Research A sample can be defined as only part of the population. Since the population might be infinite or very large, the researcher can take out a certain part of the population to investigate and analyze in a group sample thoroughly. Sampling is a technique of obtaining the findings about the population by studying only a part of it.

The **researcher took a sample** from the eleventh-grade class Multimedia 2 **SMK PGRI 2**

Kediri, which amounted to 31 students. The researcher used a purposive sampling technique in this research, which is used with a definite purpose in view. Purposive sampling refers to the choice of units based on personal decisions rather than randomization.

Meanwhile, according to Sugiyono (2019), purposive sampling can be defined as a technique of collecting data from a certain subject that is still considering some aspects. The researcher used this technique because she wants to know more about the Multimedia 2 students' capability in listening comprehension skills. Instrument of the Research To collect the data, the researcher used tests for this research.

Tests are developed to evaluate the levels, competencies, skills, or intellectual of a sample towards a specific standard, which usually could be supposed as acceptable or not. Generally, in educational implementation, tests are procedures used to assign the students' skills to accomplish particular tasks or reveal mastery of a skill or knowledge of some content (Adom et al., 2020). In conclusion, the test is a tool to measure students' skills in a particular task.

Furthermore, the researcher used 2 kinds of tests in this research: pre-test and post-test. In the pre-test, the researcher gives the test to measure the students' listening comprehension skills about procedure text. Then, the researcher gives treatment about procedure text using project-based learning.

After the implementation of the treatment, the researcher gives the post-test to measure the students' listening comprehension skills. In this phase, the researcher will know whether there is a significant effect or not on students' listening comprehension skills after being taught by using project-based learning.

The listening test that will be given to the students in the pre-test and post-test is answering the questions that relate to the audio recorder about procedure text and the test is about 25 questions in multiple choice type. The students have to pay attention to the audio first, then they answer each question correctly. In this phase, the students have to comprehend the spoken information carefully to understand and answer the question correctly.

Technique of Collecting the Data The researcher conducts a sequence of stages including pre-test, and treatment through group work in which students are taught using project-based learning whose prototype consists of determining basic questions, designing a project, making a schedule, conducting the project, monitoring the project, examining the results, and evaluating the experience, and post-test (Septyarini &

Budiarta, 2019).

In this section, the researcher will provide the three sequences of this research procedure as follows: Pre-test In this phase, the researcher gave the pre-test to the students. The researcher gave them a set of worksheets with the audio recorder that related to the each of questions. The aim of this phase is for the researcher wants to know about the student's achievement and their listening comprehension skills before the implementation of the treatment. Treatment In this phase, the researcher gave the students treatment on how to create a procedure text based on a project-based learning method.

Before the project begins, the researcher conveys to the students the material about the procedure text through video. The students have to pay attention to the generic structures and the language features of the procedure text. After giving them the material, the researcher conducts the procedure of the project based on the sequence of project-based learning models for the students.

Firstly, the researcher will determine the theme of the project. Then, the researcher will discuss the kind of activities and materials, it includes dividing the students into some project groups. Next, the researcher will discuss the schedule to make sure of the time range of the projects.

After discussing the schedule, the researcher asks the students to do the project as stated in the worksheets with their group partners. Post-test In this phase, the researcher gave the post-test to the students. The researcher gave them a set of worksheets with the audio recorder that related to the each of questions.

The aim of this phase is for the researcher to know about the student's achievement and if there is any effect after implementing project-based learning on students' listening comprehension skills. Data Analysis In this research, the process of analyzing the data is focused on the effectiveness of the implementation of project-based learning on students' listening comprehension skills, which is on eleventh-grade Multimedia 2 students of SMK PGRI 2 Kediri.

The researcher uses pre-test and post-test to establish if there is any effect of the project-based learning model on students' listening comprehension skills. To find out the result of the pre-test and post-test, the researcher used a paired sample t-test with two independent samples to analyze the data. The researcher used the SPSS 20 application program for Windows.

Furthermore, to decide the significance of the research, the researcher used some rules as described below: If the result of the significance (Sig). = 0,05, it is not significant, so H0 or null hypothesis is accepted and the Ha or alternative hypothesis is rejected. If the result of the significance (Sig). = 0,05, it is significant, so H0 or null hypothesis is rejected and the Ha or alternative hypothesis is accepted.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION In this chapter, the researcher will provide the important part of this research. The researcher will explain the descriptions of the data analysis on pre-test and post-test scoring, the data interpretation, and the discussion of the findings. Description of Data Variable In the description of the data variable, the researcher provides the process of obtaining the data.

The research was conducted at SMK PGRI 2 Kediri located at K.H Abdul Karim Street 5 Lirboyo, Kediri. The researcher collected the data within 3 weeks, from November 9th until November 29th, 2021. To get the data, the researcher used a pre-experimental design which is using "One Group Pretest-Posttest".

The population of this research is the eleventh-grade students in the academic year 2021/2022. The participant in this research were 31 students of eleventh-grade Multimedia 2 as the sample of this research. In this research, the researcher focuses on the students' listening skills and used procedure text as the main material.

The chosen material was suitable for the students because it was the current material at that time, and took several themes such as recipes, tutorials, and tips. The researcher mostly used audio-visual (video) and audio recording to conduct the lesson in this research. However, before knowing the results of the effectiveness of project-based learning in students' achievement, the researcher wants to explain the process of where is the data getting from, starting from the pre-test, treatment of implementation of project-based learning, and post-test.

The researcher also provides a comparison of students' scores in this section. Pre-test The pre-test was done on November 9th, 2021. The students who participated amounted to 31 students in eleventh-grade multimedia 2. The test was carried out in the form of a written test with spoken instructions. The researcher asked the students to listen to the instructions to answer each of the questions that still relate to their material, which is the procedure text.

The amount total of the test was 25 questions, with multiple choice and true/false types. Here is the table of the student's scores in the pre-test: Table 4. 1 Students' Scores in Pre-test

No.	Name of Student	Student's Score in Pre-Test
1.	Student 1	56
2.	Student 2	52
3.	Student 3	60
4.	Student 4	68
5.	Student 5	72
6.	Student 6	60
7.	Student 7	52
8.	Student 8	60
9.	Student 9	72
10.	Student 10	68

11.	Student 11	56
12.	Student 12	68
13.	Student 13	60
14.	Student 14	40
15.	Student 15	60
16.	Student 16	72
17.	Student 17	40
18.	Student 18	60

19. Student 19 84 20. Student 20 72 21. Student 21 52 22. Student 22 76 23. Student 23 68 24. Student 24 44 25. Student 25 56 26. Student 26 72 27. Student 27 52 28. Student 28 60 29. Student 29 48 30. Student 30 56 31.

Student 31 64

Table 4. 2 Frequency of Students' Pretest Scores pretest

Frequency	Percent	Valid Percent	Cumulative Percent
40	2	6.5	6.5
44	1	3.2	9.7
48	1	3.2	12.9
52	4	12.9	25.8
56	4	12.9	38.7
60	7	22.6	61.3
64	1	3.2	64.5
68	4	12.9	77.4
72	5	16.1	93.5
76	1	3.2	96.8
84	1	3.2	100.0
Total	31	100.0	100.0

From the table above, it is known that the highest score is 84, but only one student got the score. Meanwhile, the lowest score is 40. Most of the students still had low scores, which means that there was difficulty when the students try to comprehend the context. Their score is still unsatisfying because most of them are getting a score under 75, which means it is less than the school standard score.

Treatment After conducting the pretest, the researcher gave the treatment to the class. But at that time, the researcher only conducted one meeting. The treatment was held on Tuesday, November 16th, 2021, and it was held virtually through the WhatsApp application. The researcher cannot conduct the second day of treatment because the next Tuesday, there was an off-day at the school before the final exam.

The participant in this treatment section was all of the eleventh-grade multimedia 2 students. Before the implementation of the procedure of project-based learning, the researcher first asked the leader of the class to invite her to their WhatsApp group. The researcher told them about the class that day would be held virtually through the WhatsApp application.

After that, the researcher tried to remind them about the material. The researcher sent the material in the form of a video about "Procedure Text" so that they have to listen and pay attention to the material to enhance their comprehension of the procedure text.

Then, the researcher starts the implementation of project-based learning as follows: Determining the topic of the project In this part, the researcher conveyed the topic of the project that they have to do. The researcher explains that the students have to make a procedure text correctly and properly after they listen and remember the material from the video.

Then, the researcher sent a worksheet containing some instructions about the project related to the procedure text material. At that time, the researcher gave some topics to choose such as a recipe, tutorial, and tips. Designing the planning of the project In this part, the researcher asked the students to make a group work.

To make it easy, the researcher asked the leader of the class to divide their friends into 6 groups. After creating the groups, the researcher explains the rules of the project that are also written in the worksheet. The students have to create the procedure with a certain topic based on their group name; groups 1 and 2 explain recipes, groups 3 and 4 explain tips, and groups 4 and 5 explain tutorials to operate something. The students have to create the paper in English, and they have to put the real picture of their work as proof.

Composing the schedule In this part, the researcher explains the time of processing the project. Since the researcher cannot meet the students, she asked the students through WhatsApp application to do the project in a group at home as they have been discussed. The researcher gave the limit of submission until November 30th, 2021.

Monitoring the progress In this part, the researcher as the facilitator also helps the students monitor the project's progress. Since the researcher cannot meet them in class, the researcher lets the students ask freely through WhatsApp or ask her directly outside of the learning activity. The students ever asked the researcher in the WhatsApp application and asked her directly in the intern room because some of them **were still confused about the** generic structure of the procedure text. So, the researcher helped them to explain how to arrange it until they understand.

Examining the result In this part, the researcher gives feedback on the student's project. The researcher expected that there would be a presentation section for the students so that they can explain what they have discussed, but there was no time to conduct the presentation because of the school regulation. So, the researcher only gave feedback by scoring their project result.

Evaluating the project In this part, the researcher evaluates the students' experiences and reflecting the results of the project. By evaluating the results, the researcher hopes that the student can reflect on their understanding of the material, which is the procedure text. The researcher reminds them again about the definition, kinds of the procedure text, the component, and the language structure of the procedure text.

It also prepares the students before they do the post-test. Post-test The post-test was done on November 29th, 2021. The students who participated amounted to 31 students

in eleventh-grade multimedia 2. The test was carried out in the form of a written test with spoken instructions. The researcher asked the students **to listen to the** instructions to answer each of the questions that still relate to their material, which is the procedure text.

The amount total of the test was 25 questions, with multiple choice and fill-in-the-blank forms. Here is the table of the student's scores in the post-test: Table 4. 3 Students' Scores in Post-test

No.	Name of Student	Student's Score in Post-Test
1.	Student 1	76
2.	Student 2	72
3.	Student 3	72
4.	Student 4	80
5.	Student 5	82
6.	Student 6	80
7.	Student 7	48
8.	Student 8	76
9.	Student 9	80
10.	Student 10	84
11.	Student 11	84
12.	Student 12	88
13.	Student 13	84
14.	Student 14	68
15.	Student 15	84
16.	Student 16	76
17.	Student 17	64
18.	Student 18	72
19.	Student 19	92
20.	Student 20	88
21.	Student 21	68
22.	Student 22	88
23.	Student 23	80
24.	Student 24	60
25.	Student 25	60
26.	Student 26	88
27.	Student 27	60
28.	Student 28	72
29.	Student 29	64
30.	Student 30	76
31.	Student 31	80

Table 4. 4 Frequency of Students' Scores in Post-test

posttest	Frequency	Percent	Valid Percent	Cumulative Percent
48	1	3.2	3.2	3.2
60	3	9.7	9.7	12.9
64	2	6.5	6.5	19.4
68	2	6.5	6.5	25.8
72	4	12.9	12.9	38.7
76	4	12.9	12.9	51.6
80	5	16.1	16.1	67.7
82	1	3.2	3.2	71.0
84	4	12.9	12.9	83.9
88	4	12.9	12.9	96.8
92	1	3.2	3.2	100.0
Total	31	100.0	100.0	

From the table above, it is known that the highest score is 92, but only one student got the score. Meanwhile, the lowest score is 48. However, almost half of the students already passed the score minimum, even though there were students that still got a score under the score minimum which is 75.

Their score showed that there was an improvement in their achievement since half of them can pass the post-test.

Data Analysis Procedure for Data Analysis In this section, the researcher will explain the procedure before **analyzing the primary data**. To analyze the data, the researcher did some tests such as **the normality test and** the homogeneity test.

The normality test is used to examine whether the data is a normal distribution or not. The reason why the researcher conducted **the normality test is** that it is important to know if the population or data used in the research is in the normal distribution. **The normality test is** also included as the requirement before conducting

the normality test. The normality test is used to examine whether the data is a normal distribution or not. The reason why the researcher conducted the normality test is that it is important to know if the population or data used in the research is in the normal distribution. The normality test is also included as the requirement before conducting

the paired sample t-test, so it is necessary to know the normality of the population of the data. To examine the normality of the data, the researcher used the One-Sample Kolmogorov-Smirnov method with the decision that if Asymp Sig. > 0.05, the data could be stated as the normal data distribution (Asmarani, 2008). In this part, the researcher used SPSS V.20 for Windows.

The researcher will provide the result of the normality test as follows: Table 4. 5 Result of Normality Test Tests of Normality __ Kolmogorov-Smirnova _Shapiro-Wilk __ Statistic _df _Sig. _Statistic _df _Sig. __pretest .137 _31 .143 .969 _31 .494 __posttest .145 _31 .094 .947 _31 .133 __ Source: output analysis from SPSS V.20 for Windows According to the table above, we can conclude that the distribution of both data, pre-test, and post-test, had a normal data distribution.

For the pre-test, the significance shows about 0.143 > 0.05, which means that the data distribution of the pre-test is normal. Meanwhile, for the post-test, the significance shows about 0.094 > 0.05, which means that the data distribution of the post-test is normal. Homogeneity Test Homogeneity of variance is a speculation that underlies both t-tests and P-tests in which the population variances of two or more samples are judged similar (Salkind, 2010). To examine the homogeneity of the data, the researcher used the Levene Test, with the decision that if the Sig. > 0.05, the dependent variable's variances were homogenous (Hartono, 2011). The researcher will provide the result of the homogeneity test as follows: Table 4.

6 Result of the Homogeneity Test Test of Homogeneity of Variances __posttest __ Levene Statistic _df1 _df2 _Sig. __ 1.474 _5 _20 .242 __ Source: output analysis from SPSS V.20 for Windows According to the table above, we can conclude that Levene's test of homogeneity of variances was homogenous. The significance shows about 0.242 > 0.05, which means that the test of homogeneity is already homogenous.

Result of Data Analysis After the researcher conducted the normality and the homogeneity test, the researcher conducted the main analysis of the data. The researcher did a paired sample t-test using IBM SPSS V.20 for Windows to examine the students' pre-test and post-test. As the formulated hypothesis that the researcher conveyed in the previous chapter; 1) The null hypothesis (H0) stating that there is no influence of the project-based learning model in promoting students' listening comprehension in vocational high school, and 2) The alternative hypothesis (Ha) stating that there is the influence of the project-based learning model in promoting students' listening comprehension in vocational high school, the paired sample t-test was done to examine whether the null hypothesis could be rejected or accepted. Table 4. 7 Result of Paired Sample Statistics Paired Samples Statistics __ Mean _N _Std. Deviation _Std.

Error Mean _ _Pair 1 _pretest _60.65 _31 _10.537 _1.893 _ _ _posttest _75.68 _31 _10.381 _1.864 _ _Source: output analysis from SPSS V.20 for Windows The table served above is the scores of students taken as the sample, before and after using project-based learning as the treatment. The mean score of the pre-test is about 60.65. Meanwhile, the post-test score is about 75.68. Table 4.

8 Result of Paired Sample Correlations Paired Samples Correlations _ _ _N _Correlation _Sig. _ _Pair 1 _pretest & posttest _31 _765 _000 _ _Source: output analysis from SPSS V.20 for Windows The table served above is the result of paired sample correlations of the pre-test and post-test. The result shows the correlations and the significance is about $0.765 > 0.00$.

Interpretation of Analyzing Data In this section, the researcher will explain the interpretation of the result from data analysis. On table 4.7, the researcher provided the result of paired sample statistics. From the table above, we can find out that the amount of mean score of the students' pre-test is about 60.65, with a standard deviation of 10.537 and a standard error of 1.893. Meanwhile, the amount of mean score of students' post-test is about 75.68, with a standard deviation of 10.381 and a standard error of 1.864.

It clearly shows that there is an improvement in students' achievement, which means that the students can increase their comprehension skills after the treatment. On table 4.8, the researcher provided the result of paired sample correlations. From the table above, we can find out that the result of paired pre-test and post-test testing showed the significance of correlations about $0.765 > 0.000$.

For interpretation of the decision based on the result achievement, that is: If the sig. > 0.05 , H_0 will be accepted If the sig. < 0.05 , H_0 will be rejected Based on the result, it shows that the sig. = 0.000 is less than 0.05, which means that H_0 is rejected and H_a is accepted. It can be concluded that there is a significant correlation between the pre-test and the post-test.

Hypothesis Test In this section, the researcher will explain the hypothesis test. The test was conducted using paired sample t-test with IBM SPSS V.20 for Windows. This test aims to examine the students' pre-test and post-test scores whether the null hypothesis is rejected or accepted, as formulated below: If the null hypothesis is accepted, it means that there is no influence of the project-based learning model in promoting students' listening comprehension If the null hypothesis is rejected, it means that there is the influence of the project-based learning model in promoting students' listening

comprehension To know whether **the null hypothesis can be rejected** or not, the researcher compared the p-value with the standard level of significance, which is 0.05.

Grabowski (2016) in her article stated if the p-value > 0.05, **it means that the** probability of **the null hypothesis is** valid. However, if the significant examination result p-value = 0.05, **it means that the** hypothesis is false and should be rejected because it is greater than the significance level, which also **means that no effect was observed.**

Table 4. 9 Result of Paired Sample T-test 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 _pretest - posttest _-15.032 _7.172 _1.288 _-17.663 _-12.402 _-11.670 _30 _000 __ _Source: output analysis from SPSS V.20 for Windows Table 4.9 shows the result of paired sample t-test.

Based on the table above, it can be seen that the difference in mean **scores between the pre-test and post-test** is about 15.032. Meanwhile, **the result of the t-test calculation** is about 11.670, with the p-value is about 0.000. **It can be concluded that the null hypothesis is rejected, and the alternative hypothesis is accepted, which means that there is a significant influence of the implementation of project-based learning to promote the students' listening comprehension.**

Discussion **Based on the research** above, **it can be concluded that** teaching listening using a **project-based learning model** is actually can be used as the right option as well in teaching listening. In addition, project-based learning through group work in this research also has contributed to students' improvement in listening achievement.

The low grade of students' achievement is caused by the lack of students' comprehension in listening skills. They are still weak at comprehending the vocabulary and also the meaning of **the context of the** audio recording. The learning outcomes of **students' listening comprehension skills** show increasing scores after **the implementation of project-based learning** through group work, it is because the students can improve their comprehension skills in listening while they are also carrying out their project as a group.

The **result of this research is** in harmony with **the research of Saputra et al. (2018)** which stated that students are required to analyze and make progress by themselves with instructions from the teacher as the facilitator in conducting the project-based learning method.

In addition, their collaboration with their partner also contributes to improving their

comprehension skills of the meaning of some contexts. Also stated in Kusrin et al. (2021) that project-based learning is a right and helpful approach to allow students to finish the project. It encourages students to have a role in completing their project to plan the design of their work, consider and change opinions, and process the obtained data into a prepared product to be presented in front of the audience. Besides that, project-based learning also can prepare students to end up as independent learners.

They are given the opportunity by the teacher to observe the source freely in any kind of material such as printed materials and online materials. To conduct innovative and effective teaching and learning activities, the teacher has to find out different ways to liven up the situation in the class with some learning methods, including project-based learning.

The implementation of project-based learning as the learning method is already popular in English language teaching and learning activities, especially in improving students' English skills. In this research, the researcher has got significant results of students' listening skills achievement with the increasing scores on the test after the students were taught using project-based learning. It is relevant to the research of Saputra et al.

(2018) which also stated that project-based learning encouraged with audio has effectively improved the students' learning tasks, including students' listening skills. In conclusion, the results of this research above exactly support this research which is claimed that project-based learning can promote the students' listening comprehension skills. The weakness of this research is the process of group activities was held virtually.

The discussion and monitoring stages were done by the researcher only on WhatsApp so that the researcher cannot observe the discussion section and monitor the student's progress on their project directly. The researcher asked the students to conduct the question-and-answer session in the WhatsApp group and the students can feel free to ask when they are in a difficult situation while they are finishing their project as a group.

However, the weakness of this research also became the strength of this research because of the bad condition that does not allow the researcher to carry out the monitoring projects stages directly in the classroom. For the next research, the researcher should be more aware of their condition. It means that it will be better for us to follow the instructions of the stage methods properly, including monitoring our students directly in the class, but if there is no chance, we can easily take another option by monitoring them virtually.

Furthermore, the implementation of project-based learning methods mainly in teaching

listening hopefully can impress both the students and the teacher in conducting a comfortable and pleasurable learning activity. Even though project-based learning does not a new thing in learning and teaching activities, it is also expected that the teacher can improve their innovation in how they teach their students differently and easily with creative ideas through the project, especially in English language teaching.

CHAPTER V CONCLUSION AND SUGGESTION In this chapter, the researcher would like to provide the conclusion of this research, the implication of this research, and also give the suggestion for whoever read this research. Conclusion In this part, the researcher will show the explanation of the previous chapters. The researcher can take the conclusion that listening skill **is one of the important skills** that have to be mastered by students since we first listen to learn, communicate, and get some information.

Based on the researcher's findings, there are students' difficulties in improving their listening skills, like they are still confused **about understanding the context** and also lack vocabulary. The conventional learning method is also not suitable and interesting enough to increase students' motivation even in the listening activity, so the researcher used **project-based learning as the** new method.

Based on the result and discussion above, **it can be concluded that** teaching listening using a **project-based learning** method effectively promotes **students' listening comprehension skills** and successfully improves their listening achievement scores. The mean of the student's achievement scores is increased rather than before they are being taught using the project-based learning method.

It is also strengthened by the results of paired samples t-test of pre-test and post-test of the eleventh grade of 2nd Multimedia class that shows sig. (2-tailed) $0.00 < 0.05$. It means **that there is a significant** effect from the use **of project-based learning in** conducting teaching listening to promote students' listening comprehension skills. The mean of the post-test shows an increasing score of about 75.68, which means that it is better than the pre-test scores about of 60.65.

It can be recognized **that project-based learning is** effective to use as a learning method, especially in listening activities. It is agreed that as a new way of learning, students are driven by their learning and collaborate to study and produce projects that represent their understanding. Students get some benefit from this approach to training in a variety of ways, from learning new, useful technology skills to becoming proficient communicators and advanced problem solvers.

Suggestion **Based on the researcher's** experiences that have been done **in SMK PGRI 2 Kediri** 2 of the eleventh-grade Multimedia 2, the researcher wants to give some advice for better teaching and learning activity in future research, as follows: For the English Teacher This research is expected to give advantages for the teacher to choose the suitable method in learning and teaching activity.

The researcher would like to suggest that using the project-learning model in teaching

listening is an effective way to apply it. The teacher has the important duty to explain, guide, and help students when they are processing the project. The teacher has to explain the materials clearly so that the students can understand the materials.

Also, the teacher has to guide the students to follow the right procedure and help them to fix and solve the problem while they do the project. Even if the student has to do it in a group, they still need their teacher to lead them. Even though the project-learning method effectively improves students' achievement in listening comprehension, sometimes there are some unpleasant situations and unsuitable steps that might confuse the students and cannot absorb the materials easily.

The teacher has to think about the other plans when they face some problems so that the learning activities will be still on the lane as they should be. Therefore, **the role of the teacher** as the facilitator is still the main key to guiding the students to reach the goal of the project. For the Other Researcher At this point, it is the part for the researcher to give suggestions to the other researchers that this research can be used as a reference for conducting **a project-based learning model** in the learning activity, especially in involving listening skills.

On the next occasion, the other researchers have **to pay attention to** every situation and opportunity to avoid unpredictable possibilities, so that the research can be perfectly conducted. Hopefully, in future research, there will be other topics about project-based learning in teaching listening and they can find out the effect of this model of learning.

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