USING PROJECT-BASED LEARNING MODEL TO PROMOTE STUDENTS' LISTENING COMPREHENSION AT VOCATIONAL HIGH SCHOOL

SKRIPSI

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Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By:

RATIH KRISNOVIANI
NPM: 19.1.01.08.0056

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

SKRIPSI

By:

RATIH KRISNOVIANI
NPM. 19.1.01.08.0056

ENTITLED:

**USING PROJECT-BASED LEARNING MODEL TO PROMOTE STUDENTS'
LISTENING COMPREHENSION AT VOCATIONAL HIGH SCHOOL**

Has been approved to be proposed to:
The English Education Department examination committee of
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The Advisors:

Advisor I,

Dr. Sulistyani, M.Pd
NIDN. 0701056803

Advisor II,

Mahendra Puji Permana Aji, M.Pd
NIDN. 0710049002

APPROVAL SHEET
SKRIPSI

By:

RATIH KRISNOVIANI
NPM. 19.1.01.08.0056

ENTITLED:

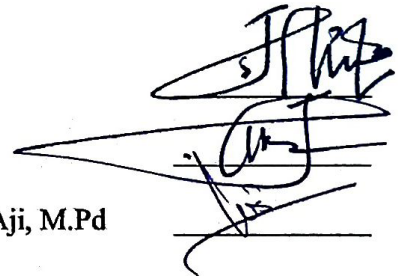## USING PROJECT-BASED LEARNING MODEL TO PROMOTE STUDENTS' LISTENING COMPREHENSION AT VOCATIONAL HIGH SCHOOL

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, July 16th, 2023

Board of Examiners,

1. Chairman : Dr. Sulistyani, M.Pd

2. First Examiner : Dr. Suhartono, M.Pd

3. Second Examiner : Mahendra Puji Permana Aji, M.Pd

The Dean of the Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri,

Dr. Mumun Nurmilawati, M.Pd
NIDN. 0006096801

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THE STATEMENT OF WRITING ORIGINALITY

Name	:	Ratih Krisnoviani
Gender	:	Female
Place / Date of Birth	:	Kediri, November, 29th 1999
NPM	:	19.1.01.08.0056
Faculty / Department	:	FKIP / English Education Department

States that:

1. This SKRIPSI was never submitted to any institute of higher education for any academic degree.

2. This SKRIPSI is pure of my work and not the result of plagiarism from the work of any others.

3. If someday this SKRIPSI proved as a result of plagiarism, I would be willing to bear all the legal consequences that occur.

Kediri, July, 16th 2023

Stated by,

Ratih Krisnoviani
NPM. 19.1.01.08.0056

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MOTTO AND DEDICATION

MOTTO:

❖ *"God heals whatever is hurting you."*

❖ *"Bahkan jika hal-hal buruk terjadi, aku percaya kamu bisa menanganinya*
dengan bijak"
(Oh Sehun of EXO)

❖ *"For all of you who are starving for your dreams, you should believe in yourself*
and don't let anyone bring you down. Negativity does not exist, it's all about
positivity. Have a good friends around you, have a good peers, surround
yourself with good people cause you're a good person too."
(Mark Lee of NCT)

DEDICATION:

I dedicate this skripsi to:

- Lord Jesus, for always giving me strength and His grace so that I can finish this skripsi.
- My family: my beloved parents, Mr. Budi Krisnawan and Mrs. Asri Sulistiyani, who always supports and give me advice in every situation. Also, my brother, Oktaviano Sheiva, who always been my mood booster.
- My advisors, Mrs. Sulistiyani and Mr. Mahendra Puji, who give me support, motivation, and help me to finish this skripsi.
- My best friends: Hananing Romadhoni, Ranti Nurfadila, and Yessy Triasepta, for always giving advice, supporting, and accompanying me until now.
- Also, my best partner in crime yet my best friends in college, "GASS PEOPLE" who always support and encourage each other in these past 4 years.

ABSTRACT

Ratih Krisnoviani: Using Project-Based Learning to Promote Students' Listening Comprehension Skill at Vocational High School, Skripsi, English Education Department, Faculty of Teacher and Training Education, University of Nusantara PGRI Kediri, 2023.

Keywords: Listening Comprehension, Project-Based Learning, Vocational High School

Listening is a fundamental skill in learning English. We first learn and obtain information through listening. Listening is a process of absorbing information that the speaker says and producing the output by representing the meaning. There are some indicators that students are required to complete. However, some difficulties might happen while conducting the listening activities, such as a lack of vocabulary, the students did not understand the context, a crowded environment, and also an unsuitable learning method. In conducting enthusiastic learning, the teacher has to choose a model of learning in innovative ways, such as a project-based learning model. This research has three problems as follows: (1) How are the students' achievements before the implementation of project-based learning? (2) How are the students' achievements after the implementation of project-based learning? and (3) Are there any significant influences of the implementation of project-based learning on students' listening comprehension skills?

This research aims to determine whether there is an influence or not from students' learning achievement on listening comprehension skills using a project-based learning model. In this research, the researcher used a quantitative approach, using an experimental method, which is a pre-experimental design with a one-group pre-test and post-test model. The data collection used pre-test and post-test instruments by applying the purposive sampling technique, with a student population of 31 eleventh-grade students of multimedia majors. Analysis of the data used a two-sample independent t-test with a significant $p > 0.05$. The students' learning outcomes showed an increase, with an average value of 75.68. The data analysis shows the result of sig. (2-tailed) $0.00 < 0.05$, it can be concluded that the implementation of the project-based learning model has a significant effect on listening comprehension skills. This research has benefits in developing a project-based learning model, especially in listening skills.

PREFACE

Praise The Lord of Jesus Christ who gives His grace and His blessings so that the researcher can finish this Skripsi properly.

This Skripsi entitled "Using the Project-Based Learning to Promote the Students' Listening Comprehension Skill at Vocational High School" is a final project that is used as one of the requirements for obtaining the Bachelor of Degree in the English Education Department.

On this occasion, the researcher would like to send gratitude and appreciation, especially for:

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13. Last but not least, thank you to all of the EXO Members and NCT'S Mark Lee, for giving the researcher motivation and lots of positive energy through their song, so that the researcher can finish this Skripsi.

The writer realized that there are imperfections in this Skripsi. However, the writer expected that there will be suggestions and criticism for better results in the future.

Kediri, July 16th, 2023

Ratih Krisnoviani
NPM. 19.1.01.08.0056

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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.

A. 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.

B.   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.

## C.	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.

## D.	Research Problem

Based on the background and the identification problem above, the researcher formulates several questions to conduct this research, as below:

1. How is the students' achievement before the implementation of the project-based learning model?

2. How is the students' achievement after the implementation of the project-based learning model?

3. Are there any significant influences on the implementation of the project-based learning model?

E.   The Objective of the Research

According to the research questions above, the researcher identified several objectives of this research as the following bellow:

1. To find out the students' achievements before the implementation of the project-based learning model.

2. To find out the students' achievements after the implementation of the project-based learning model.

3. To find out the significant influence of the implementation of project-based learning.

F.   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:

1.   Theoretical Significance

The results of this research are expected to serve as the solution to the suitable learning model in conducting teaching listening.

2.   Practical Significance

a.   For Students

The results of this research can be used as a reference to improving the students' achievements and skills, especially in listening comprehension.

b.   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.

c.   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.

G.   Definition of Key Terms

In this section, the researcher will define the key terms related to this research as below:

1.   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.

2.   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.

3.   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.

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