

**THE IMPLEMENTATION OF PROJECT BASED LEARNING TO INCULCATE  
THE STUDENTS' LIFE SKILL IN SPEAKING FOR INFORMAL COMMUNICATION  
AT UNIVERSITY OF NUSANTARA PGRI KEDIRI  
SKRIPSI**

Presented as Partial Fulfillment of the Requirement to Obtain  
The Sarjana Degree of Education of English Departement  
Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



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16.1.01.08.0019

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UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Approved and accepted by the Advisors of The English Department  
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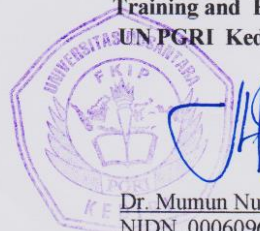
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2. The Skripsi is totally independent of my work and not the result of plagiarism the work of others.
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RIDWAN YASIN SETIAWAN  
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## **MOTTO**

**“Don’t Be Affraid Of Being Different Because  
The Difference Makes New Color”**

## **Dedications**

This Skripsi is dedicated to:

1. Allah SWT, for giving me persistence in finishing this research.
2. My Parents,
3. My Lovely Family ,
4. All my friends and all the people who give me support and motivation to finish this skripsi.

## Abstract

**RIDWAN YASIN SETIAWAN** :The Implementation Of Project Based Learning To Inculcate The Student's Life Skill In Speaking for Informal Communication at University of Nusantara PGRI Kediri, Skripsi, English Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri,2020.

Keywords : Project Based Learning, Life Skill, Speaking for Informal Communication

In industrial revolution era 4.0, there are 4C skills that students need to be mastered. Those skills are creativity, collaboration, critical thinking, and communication. One important skill is communication, including communication in English. The application of teaching and learning English must be integrated and connected with life skills. Thus, life skills must be trained to students by the English teacher in every step of teaching English. The teachers or lecturers must be able to select a learning model that is appropriate with the standards of teaching and learning process. One of the models is Project Based Learning (PjBL). PjBL is a learning model which ultimately require students to make projects based on the knowledge they have gained.

The aims of this research were: (1) To describe the learning activities which build students' life skill by using Project Based Learning in Speaking for Informal Communication and (2) To identify and to know what are the students' life skills which have been got by the students in the Speaking for Informal Communication courses and how the process of acquiring life skills during the learning process in Speaking for Informal Communication using Project Based Learning.

The type of this research was descriptive qualitative. The researcher took 2 students in Speaking for Informal Communication Course as the subjects of research. The techniques of data collection were observation, interviews and document analysis. He used methodological or method triangulation to check the validity. This research was conducted from September until November 2019.

The results of this study show that the life skills obtained by the students were (1) self-awareness skills and personal life, (2) social skills, (3) thinking skills, (4) academic skills, (5) vocational skills. Those skills were trained when the students created the projects through the steps of PjBL namely speculation, design project, conducting project and evaluation.

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The writer realizes that he cannot finish this “Skripsi” without other people’s help. Therefore, the writer would like to express his deep gratitude and appreciation to:

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Finally, the writer realizes that this “Skripsi” is far from being perfect both its system and contents. Therefore, he expects any suggestions and criticisms in order to improve this “Skripsi”. Furthermore, he hopes that this “Skripsi” is going to be useful not only for his but also for the readers.

Kediri, 21 July 2020

The writer



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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the research, statement of the research, limitation of the research, formulation of the research, the objectives of the research, the significance of the research, and definition of key terms.

### **A. Background of the Research**

The development of science and technology is so powerful which affects the demands of the quality of human resources. Moreover, the development of technology in the era of industrial revolution 4.0 is very influential on the characteristics of work in the future rapidly. The use of technology and the internet is very massive which will affect the behavior of society in general, including students who are currently studying. They students must be equipped with a number of skills and competencies to be able to compete.

Facing this condition, the government seeks to prepare steps in developing quality human resources that are able to compete at the international level. On one occasion, Minister of Research, Technology and Higher Education (Menristekdikti) Mohammad Nasir (2019) said that the challenge of industrial revolution must be responded quickly and precisely by all stakeholders, especially higher education, in order to be able to increase the competition of the Indonesian nation to face global competition. Therefore, education is the key in this matter because through education it is able to create individuals who are creative, innovative, independent, and have a critical mindset.



One of the important competencies to equip the younger generation to face the 4.0 industrial revolution is life skills. They should be had to compete in real life. WHO (1997) states that Life skill is the ability to adapt and behave positively which enables a person to be able to face challenges and demands every day. The life skills include: (1) self-awareness skills and personal skills, (2) social skills, (3) thinking skills, (4) academic skills, (5) honesty skills (vocational skills). With the provision of life skills, they will have a strong character, and they are able to make a decision independently.

The instilling of life skills must be done by all teachers, including English language lecturers. They must be able to choose the appropriate learning model for students based on standar process in higher education which the learning process must bein student-centered (student center), not the lecturers (teacher center). Nurhajati and Kencanawati (2020) said the learning activities should engage the students to develop their skills and practice communication using English based on contextual situations by selecting topics which are suitable to their interest to stimulate their critical thinking. Then,students are actively involved in building their knowledge, attitudes and behavior. Thus, the learning process is able to develop student life skills.

The problem which arises is not all students realizing the importance of inculcating life skills. It could be seen that there are still many students who are lack of confidence, independence, and have difficulties in communicating with others. For this reason, it is needed a breakthrough to build life skills in various ways.

One of the ways to instill life skills in students is by applying the Project-Based Learning (PjBL) learning model. Bell (2010) argues, "*Project-Based Learning (PjBL) is an innovative approach to learning that teaches multitude of strategies critical for success in the twenty-first century*". *Students drive Their students own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge*". PjBL is an innovative learning model through an inquiry process and collaborating in solving problems to create products based on the knowledge they have. In other words, PjBL is designed to be used on complex problems needed by students so that later the life skills of students will develop during the learning process.

There are several advantages of the PjBL learning model. Bell (2010) states, "*They are able to make better choices, whether they are related to process, environment, or outcome, which enables them to become more independent and responsible for their own learning.*" Through PjBL students are able to solve various situations during the process learning so that they are trained to be independent and responsible in the problem solving process. Thus, students are trained to be more active and successful in solving complex problems to increase students' motivation during learning process.

Lecturers of Speaking for Informal Communication courses have implemented PjBL during the learning process. This is based on the results of research conducted by Nurhajati (2018) which states that the learning outcomes of the course was students could reveal various information from recorded videos. The video was in the form of a Video Blog (Vlog) which content was in

accordance with the purpose of learning. In addition, the lecturer provided various learning experiences to stimulate the students to practice critical thinking, to be opened, establish communication with others, take initiative, be creative, and have confidence. Those conditions support Kavlu's ideas (2019) who states that teachers not only could teacher enhance the students' language skill skills, but the teacher also could enhance their social communicative skills. Another result of a research on PjBL was showed by Aghayani (2019). She states that PjBL had a significant effect to the learners' writing. The students are able to enhance and promote their writing ability in a collaborative skill by the environment. Furthermore, students are given many various experience learning through PjBL.

From the research explanation above, the researcher wants to describe about “ **The Implementation of Project Based Learning to Inculcate The Student's Life Skill in Speaking for Informal Communication at University of Nusantara PGRI Kediri**”.

## **B. Limitation of the Research**

In this research, the researcher focuses on the process the teaching and learning process of Speaking for Informal Communication courses by using Project Based. It describes the life skills which have been got by the students during learning process of creating the projects. This research was carried out in the University of Nusantara PGRI Kediri in the Speaking for Informal Communication subject which involved the lecturer and the first year students of English Education Department.

### **C. Formulation of the Research**

Based on the background above, the researcher formulates the problems of the research as the following:

1. What are the learning activities which inculcate the students' life skills in the Speaking for Informal Communication courses in university of Nusantara PGRI Kediri??
2. What are the life skills and how the process of acquiring life skills by the first year students in university of Nusantara PGRI Kediri during the learning process in Speaking for Informal Communication using Project Based Learning ?

### **D. The Objective of the Research**

Based on the research problems above, the objectives of this research are:

1. To describe the learning activities which inculcate the students' life skill by using Project Based Learning in Speaking for Informal Communication.
2. To identify and to know what are the students' life skills which have been got by the students in the Speaking for Informal Communication courses and how the process of acquiring life skills during the learning process in Speaking for Informal Communication using Project Based Learning.

## **E. Significance of the Research**

The researcher expects that this research will give advantages to readers and other writers:

### **1. For Universities**

The application of the PjBL learning model in the Speaking for Informal Communication course is expected to be a learning model for other lecturers to develop student life skills.

### **2. For Students**

The field of research is expected to improve life skills, especially personal skills which include self-confidence, independence and creativity and social skills including responsibility and ability to work together through the steps of the PjBL learning model in Speaking for Informal Communication in Universitas Nusantara PGRI Kediri.

### **3. For Lecturers**

The description which was obtained can be used as a model for lecturers who use Project-Based Learning in the learning process.

## **F. Definition of Key Terms**

There are three key terms that come up in this study, the first is Life Skill, the second is Project Based Learning and the last is Speaking for Informal Communication. A brief review of the definition of the terms will be presented as follows:

## 1. Life Skill

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenge of everyday life. Life skill itself is divided into five skills, namely, (1) self-awareness skills and personal skills, (2) social skills, (3) thinking skills, (4) academic skills, (5) honesty skills (vocational skills) (WHO,1997)

## 2. Project Based Learning

PjBL is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and task. Fragilous (2009). The are four stages in Project Based Learning included Speculation, Designing Project, Conducting Project and Evaluation.

## 3. Speaking

Speaking is an interactive process in receiving, developing, and conveying meaningful information Brown (1994). Speaking for Informal Communication is a form of communication that usually occurs in informal or formal situations. One of the courses in the English Departement at the University of Nusantara PGRI Kediri is Speaking for Informal Communication. The learning outcomes of this course is students are able to communicate verbally using conversation-encouraging "Introducing Yourself", "Asking and Giving Information", " Asking and Giving Information ", Giving Direction", "Asking and Giving Opinion", "Asking and Giving Suggestions", and "Describing Objects" in various conversations in English.

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