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**THE IMPLEMENTATION OF PROJECT BASED LEARNING TO INCULCATE**  
**THE STUDENT'S LIFE SKILL IN SPEAKING FOR INFORMAL COMMUNICATION**  
<sup>4</sup>  
**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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APPROVAL PAGE

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Approved and accepted by the Advisors of The English Department  
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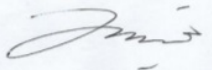
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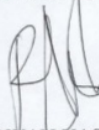
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## **MOTTO**

**“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 requires 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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Praise to ALLAH SWT, The Lord of the universe, who gives the writer His aids thus, he can finish this “Skripsi” as a partial fulfilment of the requirements to obtain the Sarjana Degree of Education in English Education Department of UN PGRI Kediri without any obstacles.

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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<sup>27</sup> 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 <sup>6</sup> hopes that this “Skripsi” is going to be useful not only for his but also for the readers.

Kediri, 21July 2020

The writer

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**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.

26 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*". 36 *Students drive Their 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 19 research conducted by Nurhajati (2018) which states that the learning outcomes of the course was students could reveal various information from recorded videos. 80 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. <sup>12</sup> 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 ?

### **<sup>2</sup> 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.

## <sup>6</sup> **E. Significance of the Research**

The researcher expects that this research will give advantages to reader 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 <sup>47</sup> as a model for lecturers who use Project-Based Learning in the learning process.

## <sup>3</sup> **F. Definition of Key Terms**

There are three key terms that come up in this study, the first is Life Skill , <sup>47</sup> the second is Project Based Learning and the last is Speaking for Informal Communication . A brief review of the definition of the terms is will be presented as follow:



### 1. Life Skill

<sup>31</sup> 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 <sup>9</sup> personal skills, (2) social skills, (3) thinking skills, (4) academic skills, (5) honesty skills (vocational skills) (WHO,1997)

### <sup>11</sup> 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. Frailous (2009). There 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 <sup>79</sup> is a form of communication that usually occurs in informal or formal situations. One of the courses in the <sup>78</sup> English Department 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.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter, the researcher will discuss some related theories concerning the topic of this research. This chapter discusses theories of speaking, theories of life skill, and theories of Project Based Learning.

#### **A. Speaking**

Speaking is an activity to express the ideas or feelings orally in daily life. It is in line with Brown's idea (1994) who states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information speaking. In other words, speaking is the activity or the ability to express ideas in a certain situation using words or the ability to converse or to express a sequence of ideas fluently. Brown (2001: 267) says that when someone can speak a language it means that he can carry on a conversation reasonably competently. The goal of speaking is an interactive communication each other. From the explanation, it can be concluded that speaking is an activity used to express one's ideas in oral form.

#### **1. The Characteristic of Successful Speaking**

Successful speaking will influence whether or not the ideas can be understood by others/listeners. Therefore, there are some aspects to be considered by a speaker. According to Nunan (1989: 32), successful oral communication involves:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery of stress, rhythm, intonation patterns
- c. Can acceptable degree of fluency
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turns
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Skills<sup>39</sup> in knowing about and negotiating purposes for conversations.

## 2. The Components of Speaking

It is important to know the some important components in speaking. The component of speaking is some aspects that influence people how to speak using the language well.<sup>6</sup> Syakur (1987:5) said that speaking a complex skill because it is concerned with the components of grammar, vocabulary, pronunciation, fluency, and content as verbal aspect in language while Chaika (1982) divided the aspect of non verbal communication into six parts, namelybody movement, posture, gesture, facial expression, eye gaze and physical placement. The followings are the<sup>48</sup> components of speaking:

### a. Grammar

<sup>8</sup> Grammar has an important component in learning a language. It is needed to arrange a correct sentence in communication. It is in line with Heaton (1978:5) who explains that grammar influences the student's ability to manipulate sturcture and to distinguish appropriate grammatical form in

appropriate one. The function of grammar is also to learn the correct way for gaining expertise in written form.

### **b. Vocabulary**

In communication, vocabulary is used to select an appropriate diction. Without having a sufficient vocabulary, the communication can't be effectively and can't express idea in both oral and written form. Then, having limited vocabulary is also an obstacle that impedes learners for learning language.

### **c. Pronunciation**

Pronunciation means the way how to produce clearly when they speak. It deals with the phonological process which refers to the components of grammar and principles. It consists of two features, namely phonemes and supra segmental features. Gerard (2000:11) that a speaker who constantly mispronounces is able to be totally difficult for listener to understand.

### **d. Fluency**

Fluency can be defined as an ability of a speaker to speak fluently and accurately. It becomes the aim of many language learners. The indicators of fluency include a reasonably fast speed, only small number of pauses, and fillers. It means that the learners are not able to convey their idea clearly. Language learner is expected to produce speech orally without stop thinking in normal speed. Furthermore, fluency is also an important component of language that should be mastered well.

### **e. Content**

Content in speaking means the quality of the language production. The language spoken should be easy to be understood by the other. It also consists of acceptable idea as the topic that discussed. The content can't be separated with cultures and social rules. Thus, the language expression should be suitable with the topic of conversation. Furthermore, content is an element of spoken language which determines the understanding or comprehension among speakers.

### **f. Facial expression**

In speaking, facial expressions play a main role in. If speaker shows cheerful facial expressions, the listener will see him or her happily and give positive feedback while if speaker shows a frown expression, then the listener will also give negative feedback. Appropriate facial expressions are an important part of effective communication. It determines the meaning about the message that want to be conveyed.

In brief, there are six components of speaking that should be mastered by the learners. They are grammar, vocabulary, pronunciation, fluency, and content. Grammar is used to know and to build the learners' language construction while vocabulary is important because language consists of words. Pronunciation also has a main role because the better how learner to pronounce the words, the more understand of language spoken. Fluency is used to avoid misunderstanding when the learners want to convey their ideas while the content is a measurement about the learners' understanding about the ideas that speakers have

been conveyed. Furthermore, facial expressions provide understanding to deliver a particular message to listener.

### **B. Teaching Speaking**

Teaching can be defined as a process of giving and introducing something new by using a method. Brown (2000:7) said that teaching is an activity to show and to help someone for learning how to do something by providing knowledge. Teaching also involves teachers' activity which is to guide the students for doing something presented in the class. It means that there is a learning process which is done by the students to gain what is presented by teacher.

Teaching speaking is a process of guiding students to practice speaking. Nunan (2000:48) states that in teaching speaking, the teacher has a role to be guidance and facilitator for mastering the students' speaking skill. The teacher should provide and facilitate the students by an interactive and communicative activities which can give chance for students to speak, to communicate with others and get information. Kencanawati (2019) states that teaching speaking is a process of transferring the teacher's knowledge to the learners which aimed to facilitate the learners in communicating English when they need help. Based on the explanation above, teaching speaking is a transferring knowledge by interactive and communicative learning process in teaching language use through oral interaction.

## 1. The Process of Teaching Speaking

According to Richard (2008:28), the speaking process has 3 steps as following :

### a. Pre-task activities

- 1) Teacher Introduces the material, topic and task.
- 2) Teacher has to help student to understand the topic or task.
- 3) Students can be provided preparation time to do the task.

### b. The task cycle

- 1) The task provides students chance to express themselves.
- 2) Teacher monitors and encourage students to communicate in target language
- 3) Teacher helps students to formulate what they want to say.
- 4) The emphasis is on spontaneous.
- 5) The goal is to help students success in achieving target language.

### c. Report

- 1) Teacher asks to report briefly to whole class
- 2) Teacher gives feedback about the task.

## 2. Aspects of Teaching Speaking

Brown (2004) states that there are six aspects of teaching speaking as following :

### **a. Pronunciation**

Students must get used to uttering the sounds of language appropriately. Incorrect language pronunciation can divert listener's attention. Incorrect pronunciation results in boredom, lacking pleasant, or less interesting that can distract listener and interferes the communication.

To build up the students' pronunciation, drilling is able to be applied. It provide students with intensive practice in hearing and saying particular words or phrases. Beside, it can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

### **b. Grammar**

Grammar suitability is a determining factor that a student is successful in mastering speaking skills. When the students use the wrong grammar, it can result in a wrong inside meaning.

Story telling is able to be used for understanding the grammatical's students. Nunan(1989:36) states that story telling provides to require conclusion, and construct their own (grammatical) rules from instances and the examples of language use.

### **c. Vocabulary**

Students should use many vocabularies which are appropriate, clear, and varied. Clear means that it is easy understood by the listener. Listeners will be more aroused and better understood when the words used are already known



by listener. For instance, inappropriate words are used in certain contexts but it still used in that context. The example is like in this following sentence “ The Krakatau mountain was erupted yesterday”. The word “erupted” more suitable for a mountain than a tire . Furthermore <sup>41</sup> vocabulary is one of the important components <sup>in</sup> the aspect of <sup>teaching</sup> speaking.

In practicing <sup>students'</sup> vocabulary, brainstorming techniques can be applied. Students are given certain topics students are asked to produce and write <sup>18</sup> ideas quickly and freely. A <sup>good</sup> characteristic of brainstorming is that students are not criticized for their ideas so students will be open to sharing new ideas.

#### **d. Fluency**

A student who is fluent in speaking makes it easy for listeners to capture content of the conversation. Teachers often hears that student talks intermittently, even certain parts of the interrupted sound are inserted and it could be a distraction to listener to get the point. Conversely, Students who speak too fast also makes it difficult for the listener to get the idea of the conversation.

Practicing fluency can be done interviewing techniques. <sup>23</sup> Students can conduct interviews on selected topics with various people. Before <sup>conducting</sup> interviews students <sup>40</sup> must prepare questions related to the topic of the interview. With <sup>this</sup> technique, <sup>students</sup> are given the <sup>28</sup> opportunity to practice their speaking skills not only in class but also outside and help them become more sociable.

#### **e. Comprehension**

In general terms, comprehension can be interpreted as a comprehensive understanding to relate the context, content, topic or interlocutor in a

conversation. The ability to follow the flow of speech, to produce sentences that match the topic of conversation and to choose the appropriate vocabulary in completing sentences are important parts that must be mastered in building quality, and correlating conversations by the topic.

Story telling techniques can be applied to train comprehension students. Students are asked to summarize or to <sup>12</sup> create their own stories to tell their classmates stories they heard from previous people. <sup>30</sup> Story telling fosters creative thinking. It also helps students to express their ideas in the initial and final results also development including the <sup>28</sup> character and setting of a story that must be possessed.

#### **d. Task**

Task in speaking given to students must be contextual conception of learning that helps lecturers associate course content with the real life and <sup>10</sup> motivate students to make connections between knowledge and its application. For example, after studying and remembering dialogs about shopping, students are asked to make conversations with shopping topics. Through the way, students can express their ideas freely without fear.

### **3. Teaching Speaking for Informal Communication <sup>3</sup>**

Speaking is one of the English language skills that must be mastered by the students. English speaking skills are needed for <sup>1</sup> students to be able to communicate in academic and professional purposes. Brown (1994) states, <sup>6</sup> "Speaking is an interactive process of receiving, developing, and receiving

information provided. Speaking for Informal Communication is a form of communication that is usually used in informal situation. It is <sup>16</sup> one of the subjects taught to students.

In learning Speaking for Informal Communication, it must be contextual in which the material provided is related to the <sup>10</sup> real world and motivates students to connect knowledge and its application in their life. It is in line with Systemic-Functional Linguistics (SFL). Halliday (1978) SFL refers to how people use deep language in different contexts, and how languages are arranged to be used as semiotic system. SFL itself has a role to describe the use of language as a source of meaning formation. In addition, SFL has a connection with the choice of language to express certain meanings and determine ways where the meaning is understood. Language is understood as meaning potential which means what the speaker can do or mean based on the situation communicative. Halliday (1978) argues that the situation where the meaning of a text produced by the reader is influenced by the context of the situation and culture. Further more, there are three ideas in the context of the situation as the following :

**a. Ideational (Field)**

Field consists of three elements, namely participant, process type, and circumstances. Participants are specific names and represent one individual. Process type or predicative refers to verbs in the text. While circumstances are information about places, times, methods and so on.

### **b. Interpersonal (Tenor)**

Tenor is the relationship between participants. Tenor refers to power relations, including unequal: teacher / student, doctor / patient, buyer / seller, also in equal: students / students, friends / friends. Tenor also refers to Formality (Formal / informal) and closeness (distant, neutral, close)

### **c. Textual (Mode)**

Express the meaning of language with its environment, including the environment verbal (what is spoken or written)-and non verbal (environment situational / context).

In the learning process, the Speaking for Informal Communication material given to the first year students is intended to practice their ability to speak English. In Speaking for Informal Communication lecture illustrates how the language used in informal context and situation like going shopping to market and meeting a new friends, etc.

The materials provided during the learning process are entitled "Introducing Yourself", "Asking and Giving Information", "Asking and Giving Directions", "Asking and Giving Opinion", "Asking and Giving Suggestions", and "Describing Objects" that are conveyed as various choices English so students can comment verbally in various situations. In Introducing Yourself material lecture explains how to introduce oneself in formal and informal situation based on context while in Asking and Giving Information lecture provides students to get and to know how to ask and to give about an information. Lecture also

teaches students to ask and giving opinion and give an example in polite also impolite way.

### **C. Life Skills**

Life skill is the ability to adapt and interact within the social sphere. Davis (2000) argues that life skills are "personal manuals" for one's body. Meanwhile, according to World Health Organization (WHO) (1997), Life skill is the ability to adapt and behave positively which enables a person to be able to face challenges and demands every day. WHO classifies life skills into five parts, namely (a) self-awareness and personal life, (b) social skills, (c) thinking skills, (d) academic skills, (e) vocational skills. These skills help students learn how to take care of their bodies, grow into themselves, cooperate well with others, make logical decisions, protect themselves and achieve goals in their lives. Thus life skills are used in the development of quality resources.

#### **1. Kind of Life Skills**

According to WHO (1997), there are five parts of life skill as the following :

##### **a. Self-Awareness (Personal Life Skills)**

Every student has different skills and must be able to explore potential to determine their work in the future. Then, this skill is the ability to recognize their potential skill whose they have. In addition, they are expected to be able to recognize and understand the potential of the surrounding environment, and to have an openness behavior.

### **b. Social Skills**

In social life, social skills are the key to individual success in socializing and adapting to the environment. In the world of education, especially at the university level, social skills are needed. It aims to enable students to communicate and deal with and overcome issues related to social life. Those life skill included cooperation, communication skill, togetherness and networking.

### **c. Thinking Skills**

Each individual must possess dealing <sup>32</sup> with the rapid development of science and technology, thinking skills. For students, thinking skill is very necessary because students must be able to analyze their own thinking to ensure that they have determined decisions and draw conclusions appropriately to <sup>76</sup> provide opportunities for students to think openly and flexibly. The skills are like HOTs (High Order Thinking Skills) and Critical Thingking.

### **d. Academic Skills**

Academic skills train students to think more critically about the problems that are occurring in an environment. Students are expected to have sensitivity to environmental problems by identifying problems and explaining their relationships in a particular phenomenon. The life skills that support such as mastering material, understanding material, and literation ability.

### **e. Vocational Skills**

Vocational skills train the ability of students to work or produce a work. Vocational omission can determine the expertise of students to choose a field of work that suits their interests and talents. Not only understanding of cognitive

aspects, students are also required to be skilled in psychomotor aspects. This can be influential in the world of work. Those life skills are like responsibility, creativity, and networking.

#### **D. Project-Based Learning**

Project-Based Learning (PjBL) is a learning model in teaching which the students are required to make projects based on the knowledge they have gained in the final state. According to Hamdani (2011: 218), PjBL is an individual or group project that is carried out within a certain period and produces a product, then the results are displayed or presented. While Marham (2003:4) states that 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. Whereas Bell (2010) states that PjBL is an innovative learning model through the inquiry process and working together students are trained to be able to solve problems and create products based on the knowledge they possess. Furthermore, the effectiveness of PjBL scaffolds and technology supports, meaningful group work, integration of multiple subject areas, intentional use of direct instruction, a connection to the local community, and ongoing assessments. Project-Based Learning has been shown to enable students to learn how to work in groups, and to communicate what they have learned, and solved the problems.

### **1. The characteristics of PjBL**

There are some characteristics of PjBL. Stripping (2009:8) said that the effectiveness of PjBL into classroom has the six following characteristics :

- a. PjBL leads students the problem by the ideas and the question
- b. Students are framed an inquiry process by the steps of PjBL
- c. PjBL makes students distinguish based on students' needs and interest
- d. Students drive their independent production and presentation
- e. Students are trained to build their creative thinking, critical thinking, and information skills
- f. PjBL connects to the real world by the problem and issues.

### **2. The Advantages of PjBL**

Bell (2010) states that there are many advantages for applying PjBL in teaching English as Foreign Language. PjBL provides meaningful and contextual learning for the students.

- a. PjBL is able to <sup>26</sup> create an optimal environment for practicing speaking English.
- b. PjBL enhances the students' interest and motivation.
- c. PjBL encourages social learning which is able to increase their collaborative skills.



- d. PjBL provides an optimal opportunity to enhance the students' language skills.

### 3. The Steps of PjBL

There are some stages of PjBL. According to Fragilous (2009) there are four steps in PjBL as following :

- a. The first is <sup>33</sup> **Speculation**. In this stage, teachers reveals the project which initially based on lesson plan (RPS) and discuss it with the students. Bell (2010) said that teacher and students plan the possibilities which are going to lead the project easily. Furthermore, this step helps to investigate what the possibilities about the ptoject.
- b. The second stage is **Designing Project**. At this stage students must design about the topic based on concepts and content of their project. Bell (2010) defines that design project refers to organize the structure of project's activity which includes getting information, assigning, concerning methodolgy and information. It means that design project provides them to organize the content based on the topic which they have choosen.
- c. The third is **Conducting Project**. Student work their project that had been planned and <sup>57</sup> designed in the previous stage. Students gather information, discuss the information, and consul the problem that encountered with lecturer, and exhibit the final project which <sup>2</sup> that might be in form of presentation publication.
- d. The final stage is **Evaluation**. In this stage the lecturer gives assesment and appraishment about the students' product. Students have to submit the product

and the lecturer will give feedback. The feedback can be from learning activity or from the product that they have been already made.

## CHAPTER III

### RESEARH METHOD

This chapter discusses several things such as approach and type of the research, the role <sup>1</sup> of the research, steps of the research, place and time of the research, source of the data, collecting the data, technique of analysis the data and checking validity.

#### A. Approach and Type of The Research

- <sup>4</sup> 1. Approach of the research

<sup>7</sup> The research used qualitative in designing this research. According to Creswell (2007 : 37), qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The approach in this research has characteristics in accordance with the characteristics of qualitative research. Boghdan and Biklen (2007) divided characteristics about qualitative research as following:

- <sup>2</sup> a. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.
- b. Qualitative research is descriptive.

- c. Qualitative research are concerned with process rather than simply with outcomes or products.
- d. Qualitative research tend to analyze their data inductively.
- e. “Meaning” is of essential to the qualitative approach.

The type of this research is descriptive qualitative. Descriptive research aims to systematically describe facts and characteristics of objects or subjects which is properly researched. Thus, most of the research reports were carried out in descriptive form. Beside, the activity of the research was pursued through a descriptive qualitative approach, due to procedures in this research described the implementation of Project Based Learning to inculcate the student’s life skill in Speaking for Informal Communication class. This qualitative research design used natural setting, because the researcher did not manipulate the research settings. The condition or situation of the object of study was a series of events, communities, and interactions that occur naturally. Moreover, he was more concerned with the process than the results. It was caused by the relationship of the parts being studied would be much clearer if it was observed in the research process. The reseacher observed how the steps of inculcating the student’s life skill in Speaking for Informal Communication class by implementating Project Based Learning .

The researcher also conducted analysis data inductively. It means that the data searching effort did not prove that hypothesis had been formulated before it was held. This analysis emphasized the formation of abstractions based on the parts that hadbeen collected and grouped. Furthermore, he emphasized on

meaning during the research process. The intended meaning is actual data, definite data which is a value behind the visible data. Therefore, in qualitative research it does not emphasize generalization, but rather emphasizes meaning.

## 2. Type of the research

This research used case study design research . As Creswell (2007) said that case study research is a qualitative approach in which the investigator explores a bounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case *description* and case-based themes. It means that case study aims to improve the knowledge of the real communication events in its context. The case of the study is the strategies of teaching speaking used by the lecturer of Speaking for Informal Communication which is different from other lecturers. Over the last few years, most lecturers only teach using conventional learning models in speaking course which students are only asked to practice speaking in class. As the result, students feel bored during the learning process. However, the lecturer of Speaking for Informal Communication course made a breakthrough in teaching. She improved the learning process by requiring students to make VLOG that contained of speaking skills that were in accordance with indicators of achievement. In addition, lecturer trained the students' life skills in the learning process of the Speaking for Informal Communication course using the Project Based Learning. Thus, the learning activity is felt to be more challenging and effective in practicing speaking skills and student life skills.

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## B. The Role of The Researcher

The role of the researcher in this research was as an observer in various activities carried out research subjects. In addition, he also had a role as a data collectors, analyzt and reporter. It is a line with Moleong (2005:9) who said researcher has the main role as an instruments that become planner,executor, data collector, analyst, interpreter, and reporter at the same time. While Creswell (2007 : 37) stated that researchers becomes as key instrument in qualitative research .The qualitative researchers collect data themselves tlthrough examining documents, observing behavior, and interviewing participants. They do not tend to use or rely on questionnaires or instruments developed by other researchers. It means that researcher developed into whole of the research.

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## C. The Steps of The Research

### 1. Preliminary Study

In Preliminary study, the researcher gathered information which relates on the case in the field. Then the researcher chose the subject and observe how the learning process in the Speaking for Informal Communication courses using Project Based Learning in University of Nusantara PGRI Kediri.

### 2. Research Proposal

The researcher wrote the research proposal after he finished the preliminary study.

### 3. Collecting Data

The researcher did observation on the strategies that used by the student in learning speaking using checklist observation. Then, the researcher interviewed to get some data by interviewing the student's parents, friends and teacher.

### 4. Analyzing Data

The next, researcher analyzed the data. As Creswell (2012) state that analyzing and interpreting the data involve drawing conclusions about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide answers to your research question. It can be concluded in analyze the data, the researcher followed several steps.

### 5. Writing report

In this stage, the researcher arranged the data about the learning process of in the Speaking for Informal Communication courses using Project Based Learning. After that the researcher wrote the report.

## **D. Place and Time of The Research**

### 1. Place of the Research.

This research was conducted to the 1<sup>st</sup> year students at University of Nusantara PGRI Kediri. The researcher chose this university because it had special project in the end of study which lecturer asked the students to make a Video Blog (VLOG). The location of University of Nusantara PGRI Kediri is at no 76 street Ahmad Dahlan Kediri.

## 2. Time of the Research

The researcher organized this research in the time schedule in order to get the accurate result. The research of activity wrote in the following table:

**The Time Schedule**

**Table 3.1**

No	Activity	Month											
		Sep											
1	Preliminary Study												
2	Research Proposal												
3	Collecting Data												
4	Analyzing Data												
5	Writing Report												

## E. Source of Data

As a data source, the researcher took 2 students as samples for source of data. The students who provided data were chosen based on their ability and their score. Both of them are categorized in high ability in the class. They are able to speak fluently in English and they are always active to participate during the class. Beside, Student A was more prominent in pronunciation while student B



had a good grammatical knowledge. Furthermore, both of them has a confidence in English.

In addition, the data was also obtained through the <sup>72</sup> learning activities inside and outside the classroom because the project (Vlog) produced by students was also carried out outside the learning class. He also did observation related to the implementation of PjBL learning steps started from Speculation, Designing Projects, Conducting Projects to evaluations in the <sup>5</sup> learning process based on the observation sheets that have been made.

To get more data, the researcher also interviewed with the students' friends and the lecturer. He took 3 people to get more data. The one was from the lecturer of Speaking for Informal Communication and the others were from the student's friends. Through this stage, researcher could explore additional data and information related to the source of data.

#### <sup>14</sup> **F. Technique of Collecting Data**

In collecting the data the researcher provided some steps to get the accurate data, they areas follow:

##### 1. Observation

<sup>71</sup> In observation, the researcher observed the students when they learnt in the classroom. He observed the learning activities that inculcated the students' life skills in the Speaking for Informal Communication courses. He brought an observation checklist which contains general information of the student. Then, he made some notes about the student's activity inside the classroom during the lesson. The result of making in observation was analyzed as the first data about

the activities of student's learning speaking process. he saw firsthand the process of implementing learning using the <sup>49</sup>Project Based Learning learning model in the Speaking for Informal Communication course as well as the researcher using field notes to write down the phenomena that occurred in class. Observation was carried out through direct observation on field and then documented into notes the field as a source of information to be processed into materials analysis under discussion. This observation was carried out from the first meeting to the tenth meeting.

## <sup>5</sup>2. Interview

In order to get the information deeply about the data, the researcher took the interview. This technique was carried out to complete the information in observation techniques when there was unclear information when he did observing. In this stage the researcher took 2 students as samples for interviews as material to obtain the data and information. The students who become as source of data were chosen based on their ability and their score. They are also capable to communicate in English fluently. Furthermore, both of them always helped their in English.

<sup>5</sup>Research instrument that used in the interview was an interview guideline and a tape recorder to record the interviews. Interview was used to know which life skills students have got in the Speaking for Informal Communication courses. By conducting interviews, he was able to find out the views and perspectives of participants on an event or experience they experienced while attending the Speaking for Informal Communication course in making their

Vlog. This interview aimed to find out information related the experience of research subjects about their problems and experiences and how to overcome the problems that arise in the process of making a Vlog in the Speaking for Informal Communication course.

The <sup>70</sup> purpose of the interview was to collect data related to the topics, themes and concepts they had chosen in the vlog as well as the reasons underlying them in determining the theme. For example, to explore life skill data related to the ability to recognize theirself and environment also student's creativity in making Vlogs, he asked questions such as "(1) *What are the topics, themes and concepts that you choose in your Vlog ?*, (2) *What is your reason to choose the topic, theme and concept?*".

<sup>2</sup> In addition, it was conducted to obtain information about the process of making Vlogs in the Speaking for Informal Communication course and transferring them faced during the Vlog making process. Furthermore, he also conducted interviews related to data and information in the feedback process conducted by classmates and Lecturer in the subject Speaking for Informal Communication.

### 3. Document Analyzis

<sup>5</sup> Document analyzis is one of qualitative data collections method by viewing or analyzing documents created by the research subject or the others on the subject. Itprovided an information of the lesson plan of Speaking for Informal Communication and the syllabus of Speaking for Informal

Communication and Vlog that students have been made. Beside, it the data and information about the process or step in acquiring life skills during the learning process in Speaking for Informal Communication using Project Based Learning.

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### **G. Technique of Data Analysis**

This qualitative research requires special data analysis techniques. The researcher chose the data analysis technique proposed by Creswell (2010). There are several steps in the data analysis technique described as following:

#### 1. Processing data

At this stage, all data in the form of notes during observation, interview results, and documents were collected to be grouped according to indicators in life skills. Life skill indicators include creativity, critical thinking, independence, cooperation, responsibility, confidence, open minded, and recognizing students' potencial skill and the surrounding.

#### 2. Reviewing the entire data

From the results of the grouping, the writing was done with special notes about the data that has been obtained.

#### 3. Analyze data by coding

At this stage, information or material processing was carried out through the coding process. The coding process is processing information into writing

segmentation. In the coding process, researchers conducted a grouping of data with shorter names.

#### 4. Application of the coding process

This step was description of various life skills, learning activities in obtaining life skills, acquisition settings and how students truly realize that through learning activities they learn various life skills. In applying the coding process, researchers categorized life skills that had been obtained by students at each step of learning using project based learning. The following was a coding table used by researchers.

**Table 3.2**

No	Step of PjBL	Life Skills
1.	SP	CT (Critical thinking)
	a. Introducing the Speaking for Informal Communication	RPE (Recognizing the potential of the environment)
	b. Explaining the learning objectives of Speaking for Informal Communication course	RSA (Recognizing self abilities)
	c. Giving information to students about making a project in the form of a Vlog	CV (Creative)
	d. Providing some good Vlog examples as a reference for making Vlogs	CF (Confidence)
2.	DP	MM (Mastering Material)
	a. Determining the topics, concepts, and content in the Vlog by the students	CV (Creative)
		HOTs (High Order Thinking Skills)
		CT (Critical thinking)
	b. Providing material about	

	how to communicate informally in contextual situation by the lecture	RPE (Recognizing the potential of the environment)
		RSA (Recognizing self abilities)
3.	CP	CO (Cooperation)
	a. Asking to analyze the related sequence in example Vlog starting from the theme, opening, content, body language, language style and closing	TN (Togetherness)
	b. Discussing with friends about topics, content, and concept in the Vlog	IP (Independence)
	c. Taking videos, and Editing videos in students' Vlog	CV (Creative)
4.	EV	ON (Openness)
	a. Showing the students' draft Vlog to get feedback from lecture and friend	CS (Communication skill)
		RB (Responsibility)
	b. Fixing the Vlog that had been given feedback	NW (Networking)
	c. Submitting the Vlog based on deadline	CF (Confidence)

## 5. Understanding data

This process presented a variety of life skills that were obtained by the students and is described how they get them in the form of qualitative reports. At the Speculation stage, they were asked to choose a concept as the foundation of their Vlog. In deciding the video concept, they were trained to think critically and creatively. While the Designing project stage, students were trained to be able to recognize their potential self and the surrounding environment. It referred to the concept of the theme and content that was conceptualized during the process of making Vlog. For the Conducting Project stage, students were trained to have independent life skills, collaboration and creativity. Independent skill can be known through the editing process during the process of making their vlog. For social skills such as cooperation can be reviewed by sharing the process with other students during the learning process to determine the concept and content of their vlog. In the Evaluation stage, students were trained to have an open minded in accepting suggestions, criticisms, and evaluations from lecturers and other students. In addition, students were trained to be confident. This can be seen through how students speak to express ideas, ideas and opinions in English in accordance with the theme and content of their vlog. In this step, the students was also asked to be responsible person. Students must collect Vlogs and upload them to Youtube on a predetermined time.

## H. Data Triangulation

<sup>5</sup> In this research, the researcher used triangulation for testing the validity of the data. Triangulation means using more than one method to collect data on the same topic. According to Denzin (1970) <sup>20</sup> among experts in triangulation in the social sciences, there continues to be a general consensus on the usefulness of the four types of triangulation originally identify by <sup>20</sup> (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; and (4) methodological or method triangulation. From what Denzin said, the researcher used methodological or <sup>83</sup> method triangulation to check the validity.

Method triangulation was done by comparing information or data in a different way. In this research, researcher used interviews, observation, and surveys to obtain data or information. In addition, those techniques were used to obtain correct and accurate information data. He used interview and observation to check the validity of data. In addition, He also used different informants to check the truth of the information. The informants came from lecturers and students who were taking the Speaking for Informal Communication course. This stage of triangulation was carried out if the data or information obtained from the subject or research informant was in doubt.



## RESULT AND DISCUSSION

In this chapter, the researcher explains the research result and discussion from finding the research that consist of data analysis which explores about the result from data which have been analyzed by the the researcher.

**A.Result**

The Speaking for Informal Communication course is a speaking course at a basic level that trains basic communication in speaking in English. The learning achievement of this course was student capable to communicate verbally by using the expressions "Introducing Oneself", "Asking and Giving Information", "Asking and Giving Direction", "Asking and Giving Opinion", "Asking and Giving Suggestion", and "Describing Objects" in various situations in English. Beside, the lecture used Project Based Learning to teach Speaking for Informal Communication in the first year student. Furthermore, The result showed that students have achieved the specified competencies. It can be seen from the way they communicate in the Vlog that had been created by the students.

From the results of observation and discussion, researchers can report the following findings:

### **1. The Learning Activities in Speaking for Informal Communication Using PjBL**

In Speaking for Informal Communication learning activities, the lecturer applied the steps of PjBL presented by Fragoulis (2009). There are four steps in the PjBL, namely: 1) Speculation, 2) Designing Project, 3) Conducting project, 4) Evaluation.

#### **a. Speculation**

Based on the revised syllabus and lesson plan, the lecturer introduced the plan of Speaking for Informal Communication learning material for one semester, including in the course contract. The lecturer explained the learning objectives and gave information to students to make a project in the form of a Vlog at the end of the semester. The lecturer also informed some good Vlog examples in accordance with the learning objectives as a reference for making vlogs. In addition, the lecturer provided an overview of topics that could be used to create Vlogs. From this process, this stage students are trained to think critically and creatively because students must look for ideas about topics or concepts in the Vlog that they would create.

#### b. Designing Project

At this stage students must determine or arrange topics, concepts, and content in the Vlog that would be made in accordance with the learning objectives. They were also required to be able to create Vlogs that had interesting and creative content in accordance with the learning objectives. This could encourage students to think more critically about the phenomenon that was happening that they would pack in the Vlog content. The ability to think critically, creatively, and recognizing their potential ability and the environment within students arose when they arranged topics, concepts, and content in the Vlogs they would create. In this step, lecturer also provided material about how to communicate informally in contextual situation. For example, the lecturer gave how to greet with peers, to greet in front of the class and to greet in the Vlog.

#### c. Conducting project

At this stage, the lecturer gave an example of a Vlog in accordance with the learning objectives for students to become a reference source for making a Vlog. Then, the students were asked to analyze the related sequence in Vlog starting from the theme, opening, content, body language, language style and closing that had been given by the lecturer. It aimed to make students know what students had to do in the Vlog they would make. Through this, they were required to be able to dig up and conclude the information contained in example Vlogs that had been given.

Then, they started to do discussing about topics, content, taking videos, and editing videos that they made. In the process of taking videos, some students were not equipped with the ability to capture and process video that was qualified. Thus, the spirit of independence of students arose when they were looking for various references and learning resources on the internet or YouTube for the process of making and processing videos independently. It could be seen from the students' vlog who used Thumbnail to attract the viewer. He said that he saw the tutorials on Youtube about the way to attract the viewer. Then, he decided to make good Thumbnail as a tool to attract the viewer.

Another example come from student who made vlog entitled with "My Activity in Malang" did editing video with his crew. He asked his friends to be an editor video also recorder. Moreover, He wanted to show a good vlog by collaborating with his friends who had ability in editing and recording video.

At this stage, the ability to collaborate students appeared because they can collaborate with other friends in making their Vlog. Furthermore, Students also consulted with the lecturers about the problems they faced during the process of making a vlog.

#### d. Evaluation

In the Evaluation stage, the students showed their Vlog draft to be presented in front of the class. This activity was intended to get an evaluation from classmates and lecturers in the Speaking for Informal Communication course. Lecturers also provided feedback or evaluations related to conducting project, such as problems that students encountered during the process of making

a Vlog. Here, the students' open minded skills could be trained. Students could be opened to each other in receiving suggestions, criticisms, and evaluations from lecturers and other students. Then, they were asked to fix their vlog after getting feedback.

In giving feedback, the lecturer gave some inputs about the pronunciation of students about vocabulary. Beside, she also gave feedback about the grammatical structure in arranging sentences in the Vlog. In addition, she also provided feedback related to the students' body language in their Vlogs. While the feedback given by students included Vlogger's facial expressions, students' confidence in expressing themselves using English also visual effects and editing in the Vlogs.

During the video screening process, The student's confidence could be seen because the students must <sup>64</sup>be able to speak and express their ideas and opinions in English according to the theme of the content they had chosen in accordance with the learning objectives. In this step also, the student's sense of responsibility was honed because students must submit the Vlogs and upload them to Youtube on a predetermined time. The deadline for collecting Vlogs was the final exam of the Speaking for Informal Communication course. After going through the evaluation process, students collected the Vlog to the lecturer and uploaded it to Youtube as the final product of the PjBL learning model.

## 2. The Kind of Life Skills and The Process of Acquiring Life Skills by The Students

From the observation result, it was found skills in life skills obtained by the students in taking the Speaking for Informal Communication subject can be grouped as follows:

### a. Self-awareness and Personal life skills

To determine future job choices, each student must have different skills and they must be able to explore their potential. Then, this skill is the ability to recognize the potential possessed by students. In addition, they are expected to be able to recognize and understand the potential of the surrounding environment. For example, what are the uniqueness of the area of origin, what culture is interesting to reveal, and the history of their area.

This subject required students to choose one of the topics related to the potential of their home region. After that, they had to communicate the topic through the Vlog they created. It could be seen from some students who had a tourism vlog theme that introduced the potential of their area. Examples of topics chosen by students are 'Pare English Village', and 'Getuk Banana'. Another example came from the student who made a vlog about the Selomangleng cave. He revealed that he wanted to bring in and to give an information about the local wisdom in his region by his Vlog. Further more, he hopes that through the vlog he created there will be many people know about tourism place in Kediri. Personal life skills and self-awareness also showed by the Vlog "My Activity in Malang".

In the vlog, the student showed his talent about his ability in dancing. He wanted to share about his experience when he taught dancing in Malang.

In addition, by the vlog the students could explore their talents that cannot be expressed when in the classroom in the Vlog. Furthermore, the Vlog could accommodate the students who were less able to express themselves.

#### b. Social skills

In social life, social skills are the key to individual success in socializing and adapting to the environment. In the world of education, especially at the college level social skills are needed. It aims <sup>41</sup> to make students able to communicate and deal with and overcome issues related to social sensitivity. For example, at the stage of the process of making a Vlog, some students had difficulties in the editing process, so they asked for help from other students to teach how to do a good editing process in accordance with their Vlog. It could be seen from student who asked the help for collaborating in his Vlog to an editor and recorder his Vlog.

In this process, they were trained to have ability to cooperate with others. Furthermore, they were also able to get a new knowledge in mastering editing video.

#### c. Thinking skill

<sup>10</sup> To deal with the rapid development of science and technology, thinking skills must be had by every person. Thinking skill is very necessary for students. It

is needed to stimulate the cognitive abilities of the students in gaining knowledge. Beside, students are able to develop ideas for thinking about the problems contained in learning. They must be able to analyze their own thought to ensure that they had made decisions and made a conclusions correctly. Then, it provides opportunities for them to think openly and flexibly. In addition, thinking skills are able to train them to have High Order Thingking Skills (HOTS) so that they are able to become a decision maker and problem solver. For example, student chose the topic about local tourism place in the vlog “ Kediri 1000 Stairs Up”. He wanted to support the local tourism place in Kediri through his Vlog. In addition, students were trained to be HOTS by choosing the theme and topic in the Vlog. They knew what content that should be in their Vlog. For example, local specialties, traditional dancing or local wisdom culture . As the result, they were able to make their Vlogs neatly.

#### d. Academic skill

Academic skill is the ability and skills of a person in the academic field. The field covers all the sciences in formal education. It train students to think more critically and understand problems that occur in an environment. Students are expected to have sensitivity to environmental problems by identifying problems and explaining their relationship in certain phenomena.

In the Speaking for Informal Communication course, they were required to choose a topic from the Vlog that they wanted to be created in accordance with the learning objectives. The materials provided during the learning process were entitled "Introducing Yourself", "Asking and Giving Information", "Asking and



Giving Directions", "Asking and Giving Opinion", "Asking and Giving Suggestions", and "Describing Objects". Those materials were able to support the students' academic skill in speaking verbally in various situations.

For example, the students chose the topic "Giving and Asking Opinion", from that topic students could raise a problem that was happening in an environment. In the Vlog, they could collaborate and network with the peers to share ideas, opinions that related to the issues they raise. In this case, they were encouraged to apply their academic skill that they have got during the class. The students' academic abilities emerged when they were able to be sensitive to phenomena that were happening in the environment and raise them in the topics and content of the Vlogs they create. In addition, the topics such as "Asking and Giving opinion" and "Describing Objects" were applied in Vlogs. This can be seen in the Vlog entitled "Kediri 1000 Stairs Up" where students were able to show directions to the Klotok Tourism and described the situation and what tourist objects were contained in Klothok. Beside, the students' academic abilities could also be seen through the use of grammatical and correct pronunciation also their fluency in their Vlog videos. Furthermore, the mastering material had a role in academic <sup>63</sup>ability. It could be seen from how the students did the opening and closing in their Vlogs.

#### e. Vocational skill

Vocational skill is skills related to a particular field of work found in society. These skills emphasize the psychomotor skills of students rather than thinking skills. It trains students' ability to make or produce a work. Vocational

proficiency can determine the expertise of students to choose jobs in accordance with their interests and talents. Not only understanding about cognitive aspects, students are also required to be skilled in psychomotor aspects. This can affect the world work. In Speaking for Informal Communication courses, students were required to make a Vlog <sup>1</sup> as the final result of the learning process that using the PjBL. During the process of making and processing Vlogs, the ability of the students' vocational skill

in video editing arose. It was proven by how students did editing videos in terms of graphics, sound, layout, animation, etc. Some of them who had not yet understood how to process videos to be interesting and neat also did good editing in the Vlog. The competency that was gained by students could be a skill was be able to be used by students in applying the skill in the world work. Thus, they were also given new experiences during the vlog editing process.

From the result observations, <sup>40</sup> it was found that the stages of Project Based Learning were able to train the students' life skills. The intended life skills include <sup>9</sup> (1) self-awareness skills and personal skills, (2) social skills, (3) thinking skills, (4) academic skills, (5) vocational skills. While all of those life skills was covered by the step of PjBL namely Speculation, Design Project, Organizing Project, and Evaluation. Furthermore, PjBL could be used as a learning model which is able to train and to build the student's life skill through the project that should be created.

## <sup>24</sup> **B. Discussion**

This section presents the discussion based on the findings of the study. It is concerned about the process of acquiring life skills during the learning process in Speaking for Informal Communication using Project Based Learning and the life skills which students have got in the Speaking for Informal Communication courses.

From the observations, <sup>37</sup> it is found that Project Based Learning learning provided <sup>52</sup> a variety of learning experiences for students. Through the steps in Project Based Learning, student life skills embedded. Life skills acquired by students were self-awareness and personal life, social skills, thinking skills, academic skills, vocational skills. Project Based Learning is a surefire solution for instilling student life skills. It is line with <sup>16</sup> Ribe and Vidal (1993) that states, PjBL is a systematic instruction method that develops student's language skills, cognitive domain and global personality skills through valuable projects. <sup>68</sup> Thus, PjBL is a method that is suitable to develop the students' knowledge and skills in the 21<sup>st</sup> century.

<sup>16</sup> In a previous study conducted by Rochmawati (2015) found that Project Based Learning students actively participated in every step of the implementation of making projects in the form of staging role play and story telling. From here students show a significant positive attitude <sup>3</sup> towards the implementation of learning. <sup>3</sup> study that conducted by Nurhajati (2016) found that Project-Based Learning is an appropriate learning model to be used in teaching writing skills <sup>26</sup> where Project-Based Learning helps students develop their ideas in written form.

The case study conducted by Nurhajati (2017) indicates that during the process of learning the character of students will be formed through the steps of Project-Based Learning where the final result students must be able to make English books. While research conducted by Zakiyah (2019) finds that the Project-Based Learning can increase student's creativity in writing poetry. In addition the students' self reliance on the skills of writing poetry after implementation of Project -Based Learning models was in the high category.

Based on the previous study, it can be concluded that previous research only focused on the process and learning outcomes using Project-Based Learning, but it has never been discovered how the process of acquiring life skills through the application of Project-Based Learning. Beside, the final product of this research was intergrated with technology based on the project that students had made (Vlog).

Furthermore, It was a thought that underlied researchers to conduct research on the process of acquiring students' life skills in through Project-Based Learning. In the vlog, students are required to package the vlogs they had made as interesting as possible in order to attract the viewer. It can be seen from the results of the Vlog which had many interesting visual effects, lighting and editing effects in their Vlog. Thus, to inculcate life skills, students' abilities are also honed in technology in the Speaking for Infomal Communication subject through the Vlog. On the other hand through the Vlog, students are also trained to recognize the potential of tourism and local wisdom in their area. This can be seen through the

themes in their vlogs such as "Selomangleng Cave" ,"Gethuk Banana" and "My Activity in Malang".

**CONCLUSION, IMPLICATION AND SUGGESTION****A. Conclusion**

Based on the result and discussion that have been presented, the researcher concluded that the stages in Project Based Learning could be inculcated students' Life Skills. Those life skills are (1) self-awareness skills and personal skills, (2) social skills, (3) thinking skills, (4) academic skills, (5) vocational skills. At the speculation stage, the lecturer gave a lecture contract and materials to be studied for one semester. The lecturer asked students to create a Vlog and upload on Youtube. At this stage, life skills arose including critical thinking, creativity, and recognizing their potential ability and environment also High Order Thinking Skills (HOTS). In designing project, they formulated ideas or concepts that had been created by students in Vlogs. At this stage, The life skills that appeared included independence, creativity and High Order Thinking Skills (HOTS). In other hand, in conducting project stage, they undertook the process of taking pictures or videos. At this stage, life skills that got by the students were independence, collaboration & creativity. In Evaluation stage, they displayed their draft Vlogs to the classmates and and. Lecturers and students were able to provide suggestions, feedback, comments, and criticism about the Vlogs that are displayed. After it was given feedback, they had to upload their Vlogs to Youtube and also submit to the lecture as the dead line. The life skills that students were acquired were networking, open minded, self confidence, communication skills,

&responsibility. Thus, it can be concluded that Project Based Learning is a learning model that is able to provide a variety of learning experiences to students as well as a new breakthrough in planting and training life skills of students

### **B.Implication**

The results obtained in this study was a descriptive which can be used as parameters of consideration in the selection of an appropriate learning model, especially in enhancing the life skills of students. Besides, it has positive implications for various parties involved in this research. It can be seen from the process of making vlogs and the final results of vlogs created by students where the life skills of students were obtained through each stage in the PjBL. Based on the results of the research above, PjBL was able to have a significant impact on the life skills of students. Through PjBL, students are trained in self-awareness skills and personal skills, social skills, thinking skills, academic skills, and vocational skills.

In addition, PjBL is a practical learning model that students are required to make products, so that PjBL is suitable to be applied in subjects that are learning outcomes in the form of products. The resulting product must also be in accordance with the material provided by the teacher. For example, students make a short story writing product in a Creative Writing course or students make a fairytale English children's book in the Teaching English for Young Learner subject.

### C. Suggestion

#### 1. For lecturers

In speaking learning, not only are lecturers expected to emphasize the acquisition of students' academic values but also pay attention to students' life skills. Then, the lecturer must choose an appropriate learning model to practice student life skills, one of which using PjBL.

#### 2. For Students

Through products produced by students in the steps of applying PjBL, it is <sup>32</sup> expected to be able to train and develop the life skills that exist in students. Because one of the benchmarks of individual success is through the life skills they have, especially in an effort to solve the actual problems they face.

#### 3. For further researchers

This research is using a qualitative design which results are a generalization of the type and process of obtaining life skills. Therefore, further researchers are recommended to develop broader and deeper researches in a quantitative approach that the life skills obtained can be measured through the assessment of indicators in life skills.



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## **APPENDICES**

### The Field Note of Observations

TABEL LEMBAR PENGAMATAN OBSERVASI

No.	Tanggal	Tahap	Kegiatan	Life Skill Indikator	Life Skills
1.	17-09-2019	Speculation	Dosen menyampaikan kontrak kuliah atau RPS yang akan dilaksanakan selama satu semester dan mengumumkan project terakhir yang akan dilaksanakan oleh mahasiswa yaitu pembuatan Vlog. Selain itu, dosen juga memberikan beberapa contoh Vlog yang baik sebagai referensi untuk membuat Vlog	1. Siswa mampu menentukan ide, konsep dan tema yang menarik dalam Vlog 2. Siswa mampu menggali informasi mengenai ide, konsep dan tema yang menarik dalam Vlog 3. Siswa memiliki kepekaan mengenai potensi bakat dan lingkungan sekitar	<input checked="" type="checkbox"/> Kreatif <input checked="" type="checkbox"/> Berpikir kritis <input type="checkbox"/> Mandiri <input type="checkbox"/> Percaya diri <input type="checkbox"/> Networking <input type="checkbox"/> Responsible <input type="checkbox"/> Mengenali kemampuan diri <input type="checkbox"/> Mengenali potensi lingkungan <input type="checkbox"/> Penguasaan materi <input type="checkbox"/> Sopan santun <input type="checkbox"/> Kerjasama <input type="checkbox"/> Communication skill <input type="checkbox"/> Kebersamaan <input type="checkbox"/> Sikap terbuka menerima kritik <input type="checkbox"/> Developing skill <input checked="" type="checkbox"/> HOTS

Note: mungkin dosen siswa memiliki sumber referensi (Vlog)

TABEL LEMBAR PENGAMATAN OBSERVASI

No.	Tanggal	Tahap	Kegiatan	Life Skill Indikator	Life Skills
1.	30-09-2019	Speculation	Dosen menyampaikan kontrak kuliah atau RPS yang akan dilaksanakan selama satu semester dan mengumumkan project terakhir yang akan dilaksanakan oleh mahasiswa yaitu pembuatan Vlog. Selain itu, dosen juga memberikan beberapa contoh Vlog yang baik sebagai referensi untuk membuat Vlog	1. Siswa mampu menentukan ide, konsep dan tema yang menarik dalam Vlog 2. Siswa mampu menggali informasi mengenai ide, konsep dan tema yang menarik dalam Vlog 3. Siswa memiliki kepekaan mengenai potensi bakat dan lingkungan sekitar	<input checked="" type="checkbox"/> Kreatif <input checked="" type="checkbox"/> Berpikir kritis <input type="checkbox"/> Mandiri <input type="checkbox"/> Percaya diri <input type="checkbox"/> Networking <input type="checkbox"/> Responsible <input checked="" type="checkbox"/> Mengenali kemampuan diri <input checked="" type="checkbox"/> Mengenali potensi lingkungan <input type="checkbox"/> Penguasaan materi <input type="checkbox"/> Sopan santun <input type="checkbox"/> Kerjasama <input type="checkbox"/> Communication skill <input type="checkbox"/> Kebersamaan <input type="checkbox"/> Sikap terbuka menerima kritik <input type="checkbox"/> Developing skill <input checked="" type="checkbox"/> HOTS

1. Siswa mau keding Memberikan contoh bikin Vlog  
 2. Mengajukan Video hasil Vlog (Sumber belajar lain)

2	<i>8-10-2020</i>	Designing project	Mahasiswa membuat perencanaan atau konsep mengenai topik dari vlog yang akan dibuat.	<p>1. Siswa mampu menganalisis konsep dalam Vlog yang akan dibuat.</p> <p>2. Siswa mampu mencari sumber belajar lain (terkait Vlog) sebagai bahan referensi mereka dalam pembuatan Vlog.</p> <p>Siswa mampu menuangkan ide mereka ke dalam bentuk Vlog.</p>	<p>✓ Kreatif</p> <p>✓ Berpikir kritis</p> <ul style="list-style-type: none"> <li>○ Mandiri</li> <li>○ Percaya diri</li> <li>○ Networking</li> <li>○ Responsible</li> <li>○ Mengenal kemampuan diri</li> <li>✓ Mengenal potensi lingkungan</li> <li>✓ Penguasaan materi</li> <li>○ Sopan santun</li> <li>○ Kerjasama</li> <li>○ Communication skill</li> <li>○ Kebersamaan</li> <li>○ Sikap terbuka menerima kritik</li> <li>○ Developing skill</li> <li>✓ HOTS</li> </ul>
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2	15/10/2020	Designing project	Mahasiswa membuat perencanaan atau konsep mengenai topik dari vlog yang akan dibuat.	<p>1. Siswa mampu menganalisis konsep dalam Vlog yang akan dibuat.</p> <p>2. Siswa mampu mencari sumber belajar lain (terkait Vlog) sebagai bahan referensi mereka dalam pembuatan Vlog.</p> <p>Siswa mampu menuangkan ide mereka ke dalam bentuk Vlog.</p>	<p>✓ Kreatif</p> <p>✓ Berpikir kritis</p> <ul style="list-style-type: none"> <li>○ Mandiri</li> <li>○ Percaya diri</li> <li>○ Networking</li> <li>○ Responsible</li> <li>✓ Mengenal kemampuan diri</li> <li>✓ Mengenal potensi lingkungan</li> <li>○ Penguasaan materi</li> <li>○ Sopan santun</li> <li>○ Kerjasama</li> <li>○ Communication skill</li> <li>○ Kebersamaan</li> <li>○ Sikap terbuka menerima kritik</li> <li>○ Developing skill</li> <li>✓ HOTS</li> </ul>
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Note: Lu harus mulai menyusun Konsep dan Vlog (caption, adegan).



3	20-10-2023	Conducting project	Proses pengambilan video maupun gambar dalam Vlog.	<p>1. Siswa mampu menggunakan efek visual dan editing dengan kreatif.</p> <p>2. Siswa bekerjasama dengan teman dalam proses pengambilan video.</p> <p>3. Siswa mampu melakukan editing sendiri.</p> <p>4. Siswa mampu mengaplikasikan materi perkuliahan dalam mata kuliah Speaking for Informal Communication dalam Vlog.</p> <p>5. Siswa mampu mengkomunikasikan konten Vlog dengan baik.</p>	<p>✓ Kreatif</p> <ul style="list-style-type: none"> <li>○ Berpikir kritis</li> </ul> <p>✓ Mandiri</p> <ul style="list-style-type: none"> <li>○ Percaya diri</li> <li>○ Networking</li> <li>○ Responsible</li> <li>○ Mengenali kemampuan diri</li> <li>○ Mengenali potensi lingkungan</li> </ul> <p>✓ Penguasaan materi</p> <ul style="list-style-type: none"> <li>○ Sopan santun</li> </ul> <p>✓ Kerjasama</p> <ul style="list-style-type: none"> <li>○ Communication skill</li> </ul> <p>✓ Kebersamaan</p> <ul style="list-style-type: none"> <li>○ Sikap terbuka menerima kritik</li> <li>○ Developing skill</li> <li>○ HOTS</li> </ul>
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3	05-11-2020	Conducting project	Proses pengambilan video maupun gambar dalam Vlog.	<p>1. Siswa mampu menggunakan efek visual dan editing dengan kreatif.</p> <p>2. Siswa bekerjasama dengan teman dalam proses pengambilan video.</p> <p>3. Siswa mampu melakukan editing sendiri.</p> <p>4. Siswa mampu mengaplikasikan materi perkuliahan dalam mata kuliah Speaking for Informal Communication dalam Vlog.</p> <p>5. Siswa mampu mengkomunikasikan konten Vlog dengan baik.</p>	<p>✓ Kreatif</p> <ul style="list-style-type: none"> <li>○ Berpikir kritis</li> <li>✓ Mandiri</li> <li>✓ Percaya diri</li> <li>○ Networking</li> <li>○ Responsible</li> <li>○ Mengenali kemampuan diri</li> <li>○ Mengenali potensi lingkungan</li> <li>✓ Penguasaan materi</li> <li>○ Sopan santun</li> <li>✓ Kerjasama</li> <li>○ Communication skill</li> <li>✓ Kebersamaan</li> <li>○ Sikap terbuka menerima kritik</li> <li>○ Developing skill</li> <li>○ HOTS</li> </ul>
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4.	19-11-2019	Evaluation	Mahasiswa menerima kritik dan saran mengenai Vlog mereka dari teman dan dosen serta mengunggah	<p>1. Siswa mengunggah Vlog ke lama Youtube .</p> <p>2. Siswa mampu menerima kritik dan saran dengan sikap terbuka.</p> <p>3. Siswa mengumpulkan Vlog sesuai dengan waktu yang telah ditentukan.</p> <p>4. Siswa mampu mengaplikasikan materi perkuliahan dalam mata kuliah Speaking for Informal Communication dalam Vlog.</p> <p>5. Siswa mampu mengkomunikasikan konten Vlog dengan baik.</p>	<p><input checked="" type="checkbox"/> Kreatif</p> <p><input type="checkbox"/> Berpikir kritis</p> <p><input type="checkbox"/> Mandiri</p> <p><input checked="" type="checkbox"/> Percaya diri</p> <p><input checked="" type="checkbox"/> Networking</p> <p><input checked="" type="checkbox"/> Responsible</p> <p><input type="checkbox"/> Mengenal kemampuan diri</p> <p><input type="checkbox"/> Mengenal potensi lingkungan</p> <p><input type="checkbox"/> Penguasaan materi</p> <p><input type="checkbox"/> Sopan santun</p> <p><input type="checkbox"/> Kerjasama</p> <p><input type="checkbox"/> Communication skill</p> <p><input checked="" type="checkbox"/> Kebersamaan</p> <p><input checked="" type="checkbox"/> Sikap terbuka menerima kritik</p> <p><input type="checkbox"/> Developing skill</p> <p><input type="checkbox"/> HOTs</p>
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4.	10-12-2019	Evaluation	Mahasiswa menerima kritik dan saran mengenai Vlog mereka dari teman dan dosen serta mengunggah	<p>1. Siswa mengunggah Vlog ke lama Youtube .</p> <p>2. Siswa mampu menerima kritik dan saran dengan sikap terbuka.</p> <p>3. Siswa mengumpulkan Vlog sesuai dengan waktu yang telah ditentukan.</p> <p>4. Siswa mampu mengaplikasikan materi perkuliahan dalam mata kuliah Speaking for Informal Communication dalam Vlog.</p> <p>5. Siswa mampu mengkomunikasikan konten Vlog dengan baik.</p>	<ul style="list-style-type: none"> <li>○ Kreatif</li> <li>○ Berpikir kritis</li> <li>○ Mandiri</li> <li>✓ Percaya diri</li> <li>✓ Networking</li> <li>✓ Responsible</li> <li>○ Mengenali kemampuan diri</li> <li>○ Mengenali potensi lingkungan</li> <li>○ Penguasaan materi</li> <li>○ Sopan santun</li> <li>○ Kerjasama</li> <li>✓ Communication skill</li> <li>○ Kebersamaan</li> <li>✓ Sikap terbuka menerima kritik</li> <li>○ Developing skill</li> <li>○ HOTs</li> </ul>
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file: ~~hms~~ <sup>2 week</sup> ~~hms~~ UAr dan Vlog yang dikumpulkan.

### LEMBAR WAWANCARA SISWA

**Name :**

**Class :**

**Date :**

**Title of Vlog :**

No	Questions	Answer
1.	What are the topics, themes and concepts that you choose in your Vlog?	
2.	What is your reason to choose the topic, theme and concepts?	
3.	What is your inspiration that underlies you in determining the topic, theme and concepts?	
4.	What do you feel during the process of making a Vlog in the Speaking for Informal Communication course?	
5.	Is there any differences that you feel when you speak English directly (face to face) or in front of the camera when making a Vlog?	
6.	Is there any obstacle that encounter you during the process of making a Vlog?	
7.	From those obstacles, how do you solve it?	

8.	Which material in Speaking for Informal Communication that support you to make your Vlog?	
9.	How is your way to edit your Vlog in order to attract the viewer?	
10.	How do you feel when you get feedback when your draft Vlog was presented in front of the class?	
11.	In the process of submitting Vlog, is there any timeline?	
12.	Do you also submit your Vlog as to the deadline that was given and upload your Vlog in Youtube?	

## The Field Transcript of Interview



## TRANSKRIP WAWANCARA

---

### Informan 1

Tanggal Wawancara : 23 November 2019

Tempat Wawancara : Gazebo Kampus

### Identitas Informan 1

Name : Iqbal Agam Alfahreza

Class : 2 A

Title of Vlog : My Activity in Malang

### Hasil Wawancara

Pewawancara : selamat siang mas , mau tanya – Tanya sedikit

Narasumber : selamat siang juga mas, boleh monggo

Pewawancara : mas saya pengen tanya, terkait pembuatan Vlog sampean ?

Narasumber : siap mas , santai saja

Pewawancara : *What are the topics, themes and concepts that you choose in your Vlog?*

Narasumber : Untuk tema yang aku pilih yaitu *dance* ya. Jadi saya mengajar *dance*. Untuk konsepnya saya buat kayak seperti model film pendek (*short story*) untuk mengetahui dari jalannya awal sebelum saya berangkat karena video saya

tentang mengajar di Malang ada lomba. Videonya dari awal latihan sampai lomba untuk konsepnya seperti itu.

Pewawancara : *What is your reason to choose the topic, theme and concepts?*

Narasumber : *My reason why I chose the dance because* itu adalah salah satu kemampuan saya untuk *show up* ke publik selain itu adalah salah satu cara mendapat uang.

Pewawancara : *What is your inspiration that underlies you in determining the topic, theme and concepts?*

Narasumber : Inspirasiku dari bakat yang saya miliki. Saya pengen orang mengetahui bakat *dance* saya

Pewawancara : *What do you feel during the process of making a Vlog in the Speaking for Informal Communication course?*

Narasumber : Yang pertama ini adalah Vlog pertama kali jadi saya sangat *excited* sekali ya. Jadi yang pertama ini adalah pertama kali rasanya masih baru banget karena sesuatu hal yang baru jadi aku masih harus banyak belajar caranya membuat Vlog seperti apa dan gimana dan yang paling penting enak banget lah soalnya bisa punya pengalaman baru dimana aku udah punya pengalaman *dance* dicampur dengan Vlog (pembuatan Vlog). Itu adalah sesuatu yang baru yang dipadukan jadi satu.

Pewawancara : *. Is there any differences that you feel when you speak English directly (face to face) or in front of the camera when making a Vlog?*

Narasumber : *Yes of course. Because when I speak in front of camera , I think it is so difficult because when you saw the camera eventhough there is no people but you must show facial expression like interesting for the viewer but ya hmmm it is so difficult and I take more than for taking for one scene.*

Pewawancara : *Is there any obstacle that encounter you during the process of making a Vlog?*

Narasumber : Yang pasti pembuatan yang paling sulit adalah pembuatan angle Vlog yang bagus seperti apa (menentukan dari sudut mana Vlog dapat terlihat bagus) terus *backgroundnya* juga untuk suara kan kalo Vlog *we must speak loudly, but there is no mic in my camera so very noisy in the vlog, so I must choose the different place* . Pokoknya ya tempat yang sunyi untuk bisa membuat



suara yang bagus karena ya itu kekurangannya saya nggak peralatan untuk membuat Vlog tersebut yaitu nggak ada mic.

Pewawancara : *From those obstacles, how do you solve it?*

Narasumber : Nah untuk mengatasinya ada yang saya edit untuk dubbing. Jadi saya membuat dua suara lagi yang sesuai dengan skrip setelah proses syuting selesai. *I made a* suara baru pokoknya skripnya yang sama sehingga suaranya lebih jelas.

Pewawancara : *How is your way to take your Vlog?*

Narasumber : *Yah I have a crew.* kameramen crew terus pengarah untuk gaya yang bagus terus apa namanya kayak editor pokok sama yang bantu angkat-angkat perlengkapan kamera syuting. Terus yang bantu aku ambil video merupakan teman sedance aku (satu komunitas dance) jadi sama-sama satu group dance jadi sama-sama buat satu video bareng.

Pewawancara : *How is your way to edit your Vlog in order to attract the viewer?*

Narasumber : *My way for edit my vlog.* Hmmm yaitu dari HP because *I don't have laptop so I do editing from my HP.* Selain itu saya minta bantuan teman untuk mengedit video Vlog saya karena teman saya adalah seorang editor yang bagus

Pewawancara : *How do you feel when you get feedback when your draft Vlog was presented in front of the class?*

Narasumber : Yang pertama saya setelah membuat video Vlog itu saya sangat lega dan bangga karena itu hasil pertama saya dan hasil terbaik saya dan banyak teman-teman yang mengapresiasi video saya karena yang pertama itu Vlognya durasi lumayan panjang dan banyak scene-scene yang menurut mereka menarik. Bukan cuma hanya latihan *dance* saja tapi sampai ke perlombaannya. Nah didalam Vlog tersebut ada sesuatu yang unik (scenario setting) kaya engkel-engkelan itu. Kalo feedback dari dosen, “dosennya bilang ke saya kalo beliau nggak pernah menyuruh kamu membuat Vlog yang sampai ada crewnya kenapa kok kamu bisa membuat Vlog seperti itu” terus saya jawab “Yah menurut saya kalo saya membuat Vlog sendiri hasilnya kurang maksimal jadi untuk hasil yang maksimal saya membutuhkan teman atau crew untuk membuat Vlog tersebut.

Pewawancara : *In the process of submitting Vlog, is there any timeline?*

Narasumber : Yah untuk batas waktu yaitu satu semester dari awal semester yang dari waktu pemberitahuan awal RPS dan untuk akhir pengumpulan yaitu di

waktu UAS mata kuliah tersebut. Jadi semester dan saya mengumpulkannya tepat waktu.

Pewawancara :*Do you also submit your Vlog as to the deadline that was given and upload your Vlog in Youtube?*

Narasumber :Iya saya mengupload di youtube dan saya membuat *thumbnail* dari Vlog di Youtube untun menarik viewer. Soalnya saya lihat tutorial-tutorial di Youtube, kalau untuk bisa menarik viewer jadi harus membuat thumail yang bagus.



## TRANSKRIP WAWANCARA

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### Informan 1

Tanggal Wawancara : 28 November 2019

Tempat Wawancara : Rumah Ajang

### Identitas Informan 1

Name : Ajang Supriyono

Class : 2 A

Title of Vlog : Kediri 1000 Stairs

### Hasil Wawancara

Pewawancara : selamat pagi Mas ?

Narasumber : selamat pagi .

Pewawancara : mas saya ingin bertanya kepada sampean “Bagaimana terkait pembuatan Vlog sampean ?

Narasumber : boleh –boleh mas monggo, ini aku jawabe pake bahasa indonesia apa bahasa Inggris ?

Pewawancara : terserah mas , senyaman sampean

Pewawancara : *What are the topics, themes and concepts that you choose in your Vlog?*

Narasumber : Actually in vlog, that was about tourism. The firstis in tourism. Why I choose, actually it is interesting for me because I can support the tourism also and support my the city get the income, yeah I think about that.

Pewawancara : *What is your reason to choose the topic, theme and concepts?*

Narasumber : Karena dulu emang jogging disana (Gua Selomangleng), ketika ada tugas bu Diani (membuat Vlog) jadi oh kenapa kok nggak mengangkat Vlog yang di Klotok aja karena pengen sekali saya kalau ada turis yang datang di Kediri tau tourismnya apa aja , kayak ada kepuasan tersendiri selain kotanya dapat income dan lain-lain

Pewawancara : *What is your inspiration that underlies you in determining the topic, theme and concepts?*

Narasumber : Untuk mengangkat tourism yang ada di kota Kediri selain itu biar Klotok tambah rame dengan pengunjung.

Pewawancara : *What do you feel during the process of making a Vlog in the Speaking for Informal Communication course?*

Narasumber : Menarik sih sebenarnya, sedikit nerves. Yang pertama itu bikin rancangan tapi nggak terlalu detail sih kayak dibangunnya kapan habis itu ini letaknya. Menarik sih menantang, untuk editingnya sendiri kadang belajar ngedit dari yang mulai nggak bisa ngedit cari-cari cara ngedit di Youtube belajar ngedit. Habis itu teamworknya juga itu digali lagi, saya minta tolong ketemen buat megangin HP kadang saya pegangin sendiri HP saya buat ngeVlog tapi emang kerja timnya perlu sih disitu.

Pewawancara : *Is there any differences that you feel when you speak English directly (face to face) or in front of the camera when making a Vlog?*

Narasumber : Ada-ada mas. Perbedaan satu tadi nerves. Lebih nerves kamera karena ekspektasi ketika itu diupload di youtube itu (viewer) itu bukan cuma satu sepuluh orang. Ok kalau dikelas cuma 30 orang (viewer) tapi kalau ini bisa beribu-ribu. Makanya, bikin se bagus mungkin tapi nggak bisa se bagus mungkin karena masih nerves-nerves diawal.

Pewawancara : *Is there any obstacle that encounter you during the process of making a Vlog?*

Narasumber : Itu yang kayak tadi ya. Bikin Vlognya secara keseluruhan video ya, ya itu tadi gimana sih caranya bikin menarik terus ini nanti anglenya gimana habis itu videonya kayak gimana sih biar menarik makanya cari-cari di Youtube.

Pewawancara : *From those obstacles, how do you solve it?*

Narasumber :Cari cara di Youtube gimana sih opening yang bagus dan closing yang bagus itu kayak apa. Jadi explore Youtube gitu.

Pewawancara :*Which material in Speaking for Informal Communication that support you to make your Vlog?*

Narasumber :Oh iya-iya, materialnya banyak sih yaitu Describing Object habis itu Asking and Giving Direction kenapa. Direction waktu menunjukan arah ke tourismnyanya habis itu how to promote gimana sih cara mempromosikan, habis itu how to make it exciting. Itu saja sih

Pewawancara :*How is your way to take your Vlog?*

Narasumber :Kalau take vlognya pakai temen sih , maksud saya bareng temen terus ngeditnya pake HP aja.

Pewawancara :*How is your way to edit your Vlog in order to attract the viewer?*

Narasumber :Jujur paling susah sih saya di editing karena masih baru pertama kali saya lihat gimana sih Vlog-Vlog yang tentang nature oh anglenya gini habis itu saya nggak terlalu ngambil yang susah susah ngeditnya saya ambil yang kesan biasa tapi enak dilihat. Saya ngeditnya pakai Ken Master (aplikasi) pakai HP.

Pewawancara :*How do you feel when you get feedback when your draft Vlog was presented in front of the class?*

Narasumber :Kalo feedback itu senang sih. Karena ketika dikasih feedback itu sebenarnya feedback yang pertama itu semangat dari waktu liat viewer. Oh berapa sih viewernya yang liat dari temen-temen habis itu feedback dari dosen senang sih malah termotivasi dan pengen lagi.

Pewawancara :*In the process of submitting Vlog, is there any timeline?*

Narasumber :Ada mas, sebenarnya tadi yang di Obstacle tadi ya, saya baru inget.Waktu H min berapa saya sebenarnya telat beberapa jam karena waktu upload , waktu ngedit mau mengextrak atau ngeburning di laptop itu blue screen

laptop saya otomatis saya ekstrak yang di Ken Master habis itu saya upload di warung Wifi. Itu agak lama sih.

Pewawancara :*Do you also submit your Vlog as to the deadline that was given and upload your Vlog in Youtube?*

Narasumber :Oh iya upload di Youtube. Terus biar banyak yang liat saya promosiinya pakai oral sih terus habis itu saya kasih tagar juga buat banyak viewer.

### Lesson Plan of Speaking for Informal Communication

PROGRAM STUDI	: Pendidikan Bahasa Inggris
MATAKULIAH	: Speaking for Informal Communication
KODE MATAKULIAH	: ING 3105
SKS	: 2 SKS
SEMESTER	: Genap
MATAKULIAH PRASYARAT	: -
DOSEN PENGAMPU	: Dr. Diani Nurhajati.M.Pd.
	08155615185 <a href="mailto:dianihamzah@unpkediri.ac.id">dianihamzah@unpkediri.ac.id</a>
CAPAIAN PEMBELAJARAN	: Mahasiswa (A) mampu berkomunikasi verbal (B) (c3/a1/p2) dengan menggunakan ungkapan-ungkapan “Introducing Oneself”, “Asking and Giving Information”, “Asking and Giving Direction”, “Asking and Giving Opinion”, “Asking and Giving Suggestion” ,dan “Describing Objects” diberbagai situasi dalam Bahasa Inggris (C) dengan lancar (D) dan berterima.

Per tem uan Ke	Kemampu an Akhir yang direncana kan	INDIKATOR	MATERI POKOK	Bentuk pembelajaran (metode dan pengalaman belajar)	P E N I L A I A N	Referensi		
						Jenis	Kriteria	B o b ot

1	2	3	4	5	6	7	8	9
1,2	1.Mampu mengoreksi (c5) dan mempraktekan (c2) ungkapan-ungkapan "Introducing Oneself" dengan baik	<p>1.1 Menirukan (p1) ungkapan-ungkapan "Introducing Oneself" dengan baik</p> <p>1.2 Menirukan (p1) ungkapan-ungkapan "Introducing Oneself" dengan baik</p> <p>1.3 Menggunakan (p2) ungkapan "Introducing Oneself" dalam dialog dengan baik</p> <p>1.4 Mendemonstrasikan (c3) ungkapan-ungkapan "Introducing Oneself" dalam percakapan dengan lancar dalam berbagai situasi</p> <p>1.5 Membuat (c5) monolog dan dialog dengan menggunakan ungkapan-ungkapan "Introducing Oneself" dalam percakapan dengan lancar</p> <p>1.6 Mengoreksi (c4) praktek penggunaan ungkapan "Introducing Oneself" pada aspek verbal dan non-verbal</p>	<p>a. Ungkapan - ungkapan "Introducing Oneself"</p> <p>b. Cara mengungkapkan monolog dan percakapan menggunakan ungkapan "Introducing Oneself" dalam berbagai situasi</p>	<p>pairwork, penugasan, diskusi,</p> <p>tanya jawab,</p> <p>demonstrasi, cooperative learning</p>	lisan	Performance test, unjuk kerja	<b>15 %</b>	<b>1,2</b>



3,4, 5	2.Mampu menganalisa (c4) dan mempraktekan (p2) ungkapan-ungkapan "Asking and Giving Information" dengan baik	<p>2.1. Menirukan (p1)ungkapan-ungkapan "Asking Information" dengan baik</p> <p>2.2. Menirukan (p1)ungkapan-ungkapan "Giving Information" dengan baik</p> <p>2.3. Mendemonstrasikan (c3) ungkapan-ungkapan "Asking and Giving Information" dalam percakapan dengan lancar di berbagai situasi</p> <p>2.4. Membuat (c3) dialog dengan menggunakan ungkapan-ungkapan "Asking and Giving Information" dalam percakapan dengan lancar</p> <p>1.7 Mengoreksi (c4) praktek penggunaan ungkapan "Asking and Giving Information" pada aspek verbal dan non-verbal</p>	<p>a. ungkapan - ungkapan "Asking and Giving Information"</p> <p>b. ungkapan-ungkapan "Asking and Giving Information"</p> <p>c. Cara mengungkapkan "Asking and Giving Information"</p> <p>di berbagai situasi</p>	Ceramah, pairwork, penugasan, cooperative learning	lisan	Performance test, unjuk kerja	<b>15 %</b>	<b>1,2,3</b>
6,7	3.Mampu menggunakan (c3) dan	3.1. Menirukan (p1)ungkapan-ungkapan "Asking	<p>a. Ungkapan-ungkapan "Asking Direction"</p> <p>b. Ungkapan-</p>	Ceramah, pairwork, penugasan, cooperative	lisan	Performance test, unjuk kerja	<b>20 %</b>	<b>1,2,3</b>

	mendemos- trasikan (p2) ungkapan- ungkapan “Asking and Giving Direction” dengan lancar	Direction” dengan baik 3.2. Menirukan (p1)ungkapan- ungkapan “Giving Direction” dengan baik 3.3. Membuat (c5) dialog dengan menggunakan ungkapan- ungkapan “Asking and Giving Direction” dengan lancar 3.4. Mendemonstrasi- kan (c3) ungkapan- ungkapan “Asking and Giving Direction” dalam percakapan dengan lancar 3.5. Mengoreksi (c4) praktek penggunaan ungkapan “Asking and Giving Direction” pada aspek verbal dan non-verbal	ungkapan “Giving Direction” c. Ungkapan- ungkapan “Asking and Giving Direction” diberbagai situasi	learning				
8	Ujian Tengah Semester				lisan	Performance test		
9,10 , 11	4.Mampu menunjukk- an (c3) dan mengaplik- asikan (p2) ungkapan- ungkapan “Asking and Giving Opinion”	4.1. Menyebutkan (c3) ungkapan- ungkapan “Asking and Giving Opinion” 4.2. Menirukan (p1)ungkapan- ungkapan “Asking and Giving Opinion”	a. Ungkapan- ungkapan “Asking and Giving Opinion” b. Dialog dengan menggunakan ungkapan- ungkapan “Asking and Giving Opinion” di	Ceramah, group discussion, penugasan, cooperative learning	lisan	Performance test, unjuk kerja	<b>20 %</b>	<b>2,3,4</b>

	dengan lancar	dengan baik 4.3. Membuat dialog (c5) dengan menggunakan ungkapan-ungkapan "Asking and Giving Opinion" dengan lancar 4.4. Mengoreksi (c4) praktek penggunaan ungkapan "Asking and Giving opinion" pada aspek verbal dan non-verbal	berbagai situasi					
12,13	5.Mampu menggunakan (c3) dan mempraktekan (p2) ungkapan-ungkapan "Asking and Giving Suggestion" dengan lancar	5.1. Menirukan (p1) ungkapan-ungkapan "Asking suggestion" dengan baik 5.2. Menirukan (p1) ungkapan-ungkapan "Giving suggestion" dengan baik 5.3. Mempraktekan (p2) ungkapan-ungkapan "Asking and Giving suggestion" dengan lancar 5.4. Membuat (c5) dialog dengan menggunakan "Asking and Giving suggestion" dengan lancar	a. Ungkapan-ungkapan "Asking and Giving suggestion" b. Dialog dengan menggunakan ungkapan-ungkapan "Asking and Giving suggestion" di berbagai situasi	Ceramah, group discussion, penugasan, cooperative learning	lisan	Performance test, unjuk kerja	15 %	2,3,4
14,15	6.Mampu menjelaskan (c2) dan menggunakan	6.1. Menirukan (p1) ungkapan-ungkapan "Describing	a. Ungkapan-ungkapan "Describing Objects"	Ceramah, group discussion, penugasan, cooperative	lisan	Performance test, unjuk kerja	15 %	2,4,5,6

	kan (p2) ungkapan ungkapan “Describing Objects” dengan lancar	Objects”: dengan baik 6.2. Mendemonstrasikan (c3) ungkapan- ungkapan “Describing Objects” dengan baik 6.3. Membuat (c5) monolog dan dialog dengan menggunakan ungkapan- ungkapan Describing Objects” 6.4. Mengoreksi (c4) praktek penggunaan ungkapan “describing object” pada aspek verbal dan non-verbal	b. Aspek yang didiskripsikan c. Berbagai situasi yang mendiskripsikan object.	learning				
16	Ujian akhir semester				lisan	Performance test, unjuk kerja	<b>100</b> %	

#### REFERENSI No:

1. *Communicating In Small Group* by Steven A Beebe and John T Masterson
2. *Five Minutes Activities* by Penny Ur and Andrew Wright
3. *Speaking By Debating* by Kevin Ryan and Adrian Pauley
4. *Keep Talking* by Friederike Klippel
5. *Speaking Globally* by Willia Grohe and Christine Root

Mengetahui

Kediri, 10 September 2019

Ka. Prodi Pendidikan Bahasa Inggris

Dosen Pengampu Mata Kuliah,

Khoiriyah, M.Pd

Dr. Diani Nurhajati, M.Pd

### **The Pictures of Documentation**



**Pictures 1.1**

The lecturer gave several examples of Vlogs as reference material for students in making Vlogs.



**Pictures 1.2**

One of the students showed talent related to the Vlog he made.



**Pictures 1.3**

One of the students presented the topic, concept, and content that he would create in a Vlog.



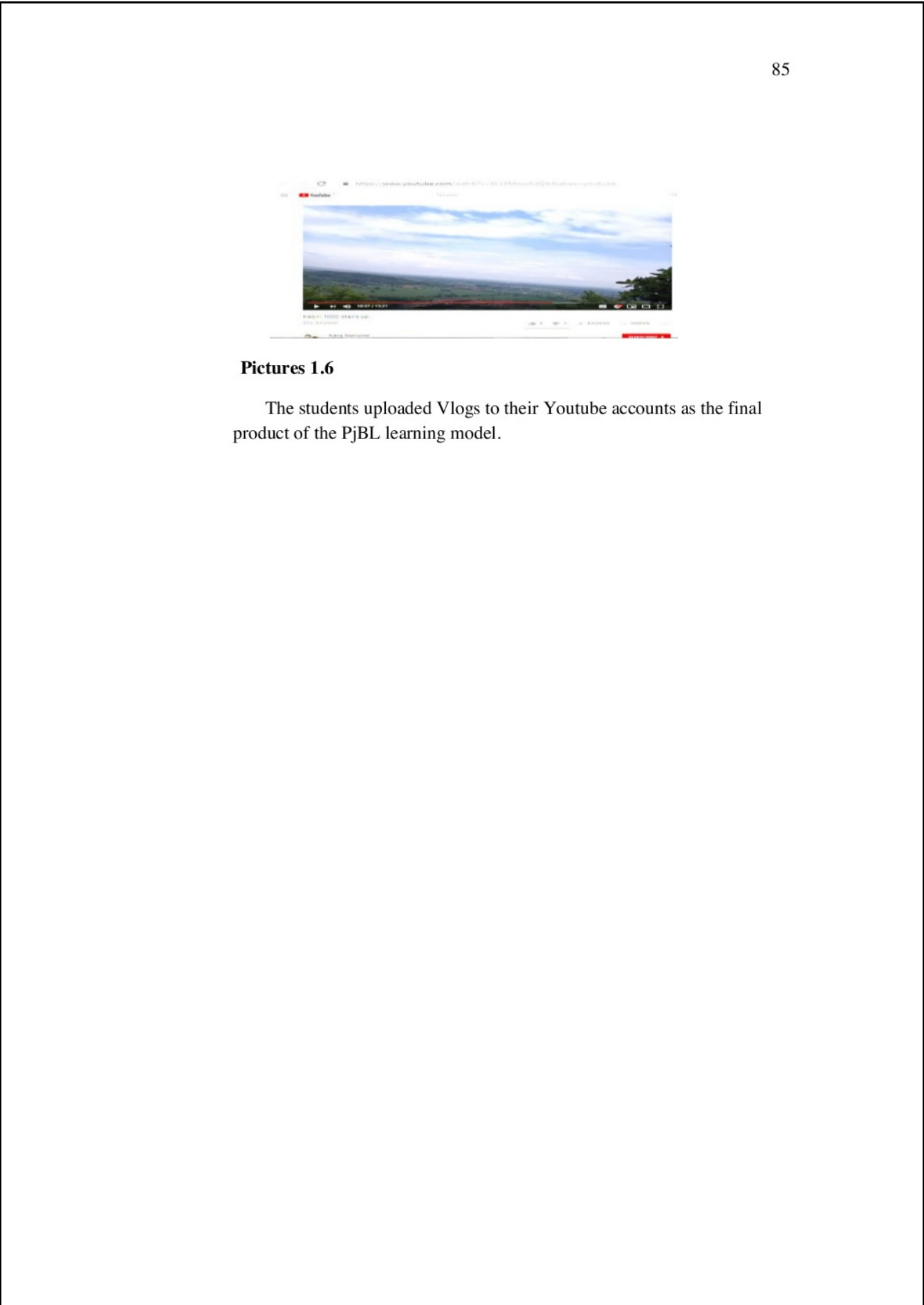
**Pictures 1.4**

The student presented his draft.




**Pictures 1.5**

The process of taking a Vlog by one of the students.



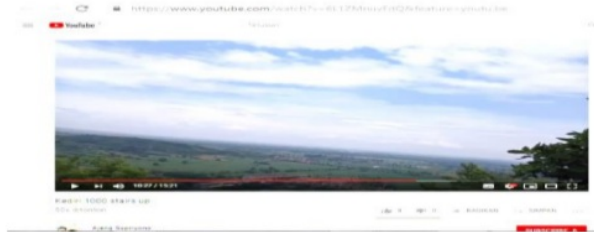
85



**Pictures 1.6**

The students uploaded Vlogs to their Youtube accounts as the final product of the PjBL learning model.


85



**Pictures 1.6**

The students uploaded Vlogs to their Youtube accounts as the final product of the PjBL learning model.

### Kartu Bimbingan Skripsi



**BERITA ACARA**  
**KEMAJUAN PEMBIMBINGAN**  
**PENULISAN KARYA TULIS ILMIAH**

PERSETUJUAN BAK : \_\_\_\_\_

PERSETUJUAN BAK : [Signature]

1. NAMA MAHASISWA : RIDWAN YASIN SETIAWAN  
 NPM : 16101080019  
 Fak/Jur/Prodi : FKIP / Pendidikan Bahasa Inggris  
 Alamat Rumah : Gading 1 no 19 Kec. Tambakrejo, Jember  
 Alamat email : Setiawanridwan68@gmail.com  
 No. Telp. / HP : 089706968212 / 082233932889

2. DOSEN PEMBIMBING I : Dr. Dewi KENCANAWATI, M.Pd  
 Alamat Rumah : \_\_\_\_\_  
 Alamat email : dewi.kencanawati@umjember.ac.id  
 No. Telp. / HP : 081335633664

3. DOSEN PEMBIMBING II : Dr. Diani HUNTIYATI, M.Pd  
 Alamat Rumah : Widur Indah II, K-1/17 Kediri  
 Alamat email : Dianihuntian@yahoo.com  
 No. Telp. / HP : 08155615185

4. JUDUL KTI : The Implementation of Project-Based Learning to Incubate  
the Students' Life Skill in Speaking for Informal Communication  
at University of Jember PBL Kediri

Catatan :  
 1. Periode Bimbingan (Sesuai SK Rektor) : \_\_\_\_\_  
 2. Jadwal Bimbingan : \_\_\_\_\_

	Hari	Pukul	Tempat / Ruang
Pembimbing I	Rabu	09.00 - 11.00 WIB	H2 / online
	Kamis	11.00 - 13.00 WIB	11.00 - 13.00
	Jumat	09.00 - 10.00 WIB	11.00 - 13.00
Pembimbing II	Senin	09.00 - 10.00 WIB	H2 / online
	Selasa	10.00 - 11.00 WIB	11.00 - 13.00
	Kamis	11.00 - 13.00 WIB	11.00 - 13.00

3. Kemajuan Bimbingan : \_\_\_\_\_



## Pembimbing I

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	13 Mar 2019	Chapter I	Pengenalan, definisi, checker	<i>[Signature]</i>
2.	19 Mar 2020	Chapter I	Key of term, sistematika	<i>[Signature]</i>
3.	25 Mar 2020	Chapter II	Acc	<i>[Signature]</i>
4.	28 Apr 2020	Chapter II	gumbar referensi, sistematika	<i>[Signature]</i>
5.	22 Mei 2020	Chapter II	Acc	<i>[Signature]</i>
6.	31 Mei 2020	Chapter III	teori, gambar Baka, teknik analisis	<i>[Signature]</i>
7.	10 Juni 2020	Chapter III	Acc	<i>[Signature]</i>
8.	15 Juni 2020	Chapter IV	rental and discussion tentang rinci	<i>[Signature]</i>
9.	20 Juni 2020	Chapter IV	Acc	<i>[Signature]</i>
10.	01 Juli 2020	Chapter V	implikasi, kues-rinci, discussion	<i>[Signature]</i>
11.	10 Juli 2020	Chapter V	Acc	<i>[Signature]</i>

## Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	29 Okt 2019	Chapter I	Sistematika pengetahuan, objectives	<i>[Signature]</i>
2.	4 Feb 2020	Chapter I	acc	<i>[Signature]</i>
3.	13 Apr 2020	Chapter II	sistematika halaman, referensi	<i>[Signature]</i>
4.	06 Mei 2020	Chapter II	Acc	<i>[Signature]</i>
5.	08 Mei 2020	Chapter III	teori (kurva), wave Baka, sistematika	<i>[Signature]</i>
6.	19 Mei 2020	Chapter III	Objectives, theory, referensi	<i>[Signature]</i>
7.	14 Juni 2020	Chapter III	Acc	<i>[Signature]</i>
8.	18 Juni 2020	Chapter IV	Objectives, rumus	<i>[Signature]</i>
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