



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

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah pembelajaran *project-based learning* berpengaruh signifikan atau tidak pada kemampuan pemahaman *listening* siswa. Penelitian ini menggunakan pendekatan *quantitative* jenis metode eksperimen yaitu *pre-experimental design* dengan model *one group pre-test post-test*. Pengambilan data dilakukan dengan *pre-test* dan *post-test* kepada siswa. Sample penelitian ditentukan dengan menerapkan teknik *purposive sampling* dengan jumlah 31 siswa kelas 11 jurusan multimedia. Analisis data dilakukan dengan menggunakan uji-t dua sampel independen dengan signifikan $p > 0.05$. Hasil belajar siswa setelah penerapan model pembelajaran *project-based learning* pada kemampuan pemahaman *listening* menunjukkan adanya peningkatan, dengan nilai rata-rata 75.68. Analisis data menunjukkan hasil sig. (2-tailed) $0.00 < 0.05$, hal ini dapat disimpulkan bahwa terdapat adanya pengaruh yang signifikan dari penerapan model pembelajaran *project-based learning* terhadap kemampuan pemahaman *listening* siswa kelas 11 jurusan multimedia. Hasil penelitian ini dapat menambah pengetahuan dan pemahaman tentang model pembelajaran *listening* yang inovatif.

Kata Kunci: pemahaman *listening*; project based-learning; sekolah menengah kejuruan

Abstract

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

Keywords: listening comprehension; project-based learning; vocational high school

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INTRODUCTION

Second language (L2) listening comprehension is a complex process that is also critical in the development of second language competence. For personal, intellectual, and professional success, listening is an essential skill. Listening is one of the English skills that students have to master because listening is an avoidable activity in our daily life (Yuria et al., 2014) according to Hien (2015) listening is performing a crucial role in human life. People normally listen for many purposes, for example, for entertainment, academic purposes, and getting important information. Furthermore, Diora & Rosa (2020) assert that learning listening will let people extremely advance their communication skills through the process of obtaining information from the speaker says, forming and representing the meaning, discussing the meaning with the speaker and answering it, and producing the meaning through participation, creativity, and empathy (Gilakjani & Sabouri, 2016). Accordingly, Sulistyani (2014) emphasizes that if the capacity to understand the spoken form of a foreign language is not learned naturally, this receptive skill must be taught. Nonetheless, it is one of the most difficult aspects of language acquisition for many students.

To learn to listen, students are required to complete some indicators to get the ideal values. According to (Brown, 2004:120), some stages represent a possible assessment objective. The first is understanding the surface structure elements, for example, phonemes, words, intonation, or grammatical categories. The second is comprehending the pragmatical context. The third is establishing the meaning of auditory input. The fourth is developing the core, a universal or extensive understanding. However, some obstacles are still faced by the students. It makes students worried and scared to learn to listen. Yulisa (2018), in her research, said that listening is the hardest skill among all four skills to be learned. There are several difficulties in teaching listening skills, including difficulty in making students understand, media issues, teachers having difficulty with fast videos, teachers losing control of the class, crowded environments, students receiving low grades, difficulties in teaching and delivering materials, students lacking vocabulary, and teachers having difficulty understanding the materials. The message to be listened to, the speaker, the listener, and the physical context are all sources of evidence that illustrate why listening is difficult.

Furthermore, in fact, according to the researcher's experience during conducting the study in SMK PGRI 2 Kediri, it was found that some students still had a problem with listening comprehension. They were still confused about the meaning of vocabulary when they listened to the audio materials from the teacher. The students still had some difficulties answering the question because they did not understand the context of the dialogue or monologues that was given by the teacher well. They also did not have high motivation to learn to listen.

Based on the researcher's observation findings, the main problem of the students' listening comprehension ability might be caused by the learning method in teaching listening. The use of learning models might be not suitable for students and no more challenging for students intellectually. The wrong chosen materials and methods in teaching listening also caused unreal learning activities and the role of students does not involve at all. Often, students are only asked to listen to the audio and answer the question which is the simplest technique in teaching listening. To motivate them to learn to listen to understand the text better they need to be stimulated with more challenging and meaningful way of learning.

Permendikbud (Ministry of Education and Culture) No. 65/2013 suggests that teaching and learning processes include learning models, media, and resources that are appropriate for the student's characteristics and the lesson. The teachers' approaches to learning, whether theme and/or integrated thematic, discovery, or project-based, are based on the characteristics of the students, the lesson, competency, and education levels. One of the methods utilized in this study is project-based learning (PBL). The application of project-based learning as the method of teaching listening was supposed to give innovation in conducting the teaching listening, especially for vocational high school students.

According to Bell (2010), project-based learning is the approach used in a learning activity that trains amount of people through a project. Project-based learning is also a model of learning activity that briefs the students' life by allowing them to promote and resolve real problems (Baghoussi & Zoubida El Ouchdi, 2019). The students also practice their communicative and collaborative skills through the projects. To conduct the projects, there are some stages to do according to the module of Widiarso, E (2016). The first is determining the fundamental questions; to choose the topic of the project. The second is, designing the planning the projects. In this phase, the students will choose the kind of activities and the materials. The third is composing the schedule; it contains the time range of the projects. The fourth is monitoring the students and the progress of the project. This stage is usually conducted by the teacher as the facilitator to the students in every process. The fifth is examining the result, which is giving feedback on the students' projects. And the last stage is about evaluating the experience and reflecting on the results of the projects. As stated in Rachmantika & Waluya (2022), the stages of the implementation of project-based learning are required to make the students get used to collaborating, conducting a discussion, and considering the new findings to increase comprehension and creativity skills.

In addition, the implementation of project-based learning in the language learning activities is supposed to develop the students' language skills. A project from the teacher is to merge the four language skills, including listening, speaking, reading, and writing and involves the application of variant activities (Thuan, 2018). When doing the projects, the students are the one who contributes the most. They do the project, investigate the problem, determine the solution creatively, and convey their idea to others (Astawa, 2018). Project-based learning also uses creativity and thinking skills, develops students' communication skills, promotes collaborative skills, increasing self-directed exploration, and long-term learning skills (Condliffe et al., 2017). Furthermore, some studies conduct project-based learning as the learning technique. Yiying (2015), in her research, it is explained that project-based learning is a method of teaching, and it applies to modern colleges and effective for promoting students' listening comprehension and speaking skills. Project-based learning can also promote students to apply their language skills and confidence in using English. In addition, on Gai Mali (2016), it has been found that there is an improvement in students' learning participation and even can practice working together with their partner groups to discuss and respect others' different points of view. Moreover, Rabacal et al. (2018) in their research also found that project-based learning is an effective method of teaching. It is explained that the implementation of project-based learning is offered to the advancement of students' achievement.

This research is to answer the question of how significant project-based learning influences students' listening comprehension skills. This research will provide new insight into organizing project-based learning specifically in teaching listening. The analysis that is presented in this research will convey an important explanation of the influence of project-based learning on the students' listening comprehension and achievement.

RESEARCH METHOD

To conduct this research, the researcher used quantitative research as the approach of this research. Quantitative research can be defined as the research method that is used to investigate the group of chosen population or samples, gathering the data using instruments, using quantitative statistics for analyzing data, and that is purposed to examine the hypothesis (Sugiyono, 2019:16). The researcher's design in this study is the experimental design, which is the pre-experimental design using One Group Pretest-Posttest. The researcher uses the purposive sampling technique to obtain the data, which collects data from a certain subject that is still considering some aspects (Sugiyono, 2019:16). The amount of sample in this study is about 31 eleventh grade students of the 2nd Multimedia Class. The researcher conducts a sequence of stages including pre-test, treatment through group work in which students are taught using project-based learning whose the

prototype consists of determining basic questions, designing a project, making a schedule, conducting the project, monitoring the project, examining the results, and evaluating the experience, and post-test (Septyarini & Budiarta, 2019). Thus, the source of quantitative data is obtained from the pre-test and post-test. Furthermore, in organizing the test, the researcher considered some indicators for assessing the students' worksheets. The achievement indicators tested included the students' comprehension and listening ability, the students' ability to infer the purpose of the context, the student's ability in explaining the basic theory of the topic, and the students' ability in looking for detailed information about the context. During the test, the students had to listen to the audio that was given by the teacher to answer the worksheet. After the data was collected, the researcher used the paired sample t-test to examine the two independent samples of the data with a significant $p > 0.05$. To analyze the data, the researcher used the SPSS 20 application program for Windows.

RESULTS AND DISCUSSION OF THE RESEARCH

The research was held in Vocational High School PGRI 2 Kediri in K.H. Abdul Karim Street Number 5 Kediri City. This research was held for 3 weeks, starting from 9th November until 29th November 2021. The population of this research is the eleventh-grade students' academic year 2021/2022. The sample of this research is the eleventh grade of the 2nd Multimedia class which amounts to about 31 students.

Based on the result of the research conducted in the eleventh grade of the 2nd Multimedia class, it is found that there is an increasing mean between the pre-test and the post-test.

Table 1
The Result of Pre-Test and Post-Test Average

Data	Pre-Test	Post-Test
Mean	60.65	75.68
N	31	31
Std. Deviation	10.537	10.381

According to table 1 above, there is an improvement in students' mean from the pre-test to the post-test results. The data shows that the student's achievement in the pre-test, which is the stage before the implementation of the treatment, is still low. The achieved value is about 60.65, and it is still lower than the minimum standard value which is 75. After the implementation of the treatment through project-based learning, the researcher conducted the test to examine the students' ability, which is post-test. The students' achievement in the post-test reached 75.68, and it is already exceeding the standard minimum. As seen from the students' acquisition of scores above, it means that the treatment using project-based learning can improve the students' achievement.

Table 2
The Result of The Normality Tests

Data	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
pretest	.137	31	.143
posttest	.145	31	.094

According to table 2 above, the researcher conducted the normality test of the data using the Kolmogorov-Smirnov test. The result of the significant data of the pre-test is about $0.143 > 0.05$. Meanwhile, the result of the significant data of the post-test is about $0.094 > 0.05$. Based on the result of the test of normality, it can be concluded that all of the data, which is pre-test and post-test, has been normal.

Table 3
The Result of Homogeneity Test of Variances

Data	Levene Statistic	df1	df2	Sig.
posttest	1.474	5	20	.242

According to table 3, the researcher conducted the homogeneity test of the data. The researcher used Levene Statistic to examine the homogeneity of the data. Based on the data above, it is gaining a significant value of about $0.242 > 0.05$. It can be concluded that the data of the test of homogeneity in post-test is already homogeny.

Table 4
The Result of T-Tests Analyze of Students Achievement

Data	t	df	Sig. (2-tailed)
Pair 1 pretest-posttest	-11.670	30	.000

Table 4, it is showing the outcomes of the paired sample t-test using the SPSS 20 application for Windows. Both the results of the pre-test and post-test were compared to identify if there is a significant effect on students' achievement in listening comprehension. The result of the paired sample t-test analyze is shows that *sig. (2-tailed)* is $0.00 < 0.05$, it means that there is a significant effect on the students' achievement in listening comprehension. Furthermore, based on the results above, we can easily conclude that the implementation of project-based learning is effective in conducting teaching listening.

Based on the research above, it can be concluded that teaching listening using a project-based learning model is actually can be used as the right option as well in teaching listening. In addition, project-based learning through group work in this research also has contributed to students' improvement in listening achievement. The low grade of students' achievement is caused by the lack of students' comprehension in listening skills. They are still weak at comprehending the vocabulary and also the meaning of the context of the audio recording. The learning outcomes of students' listening comprehension skills show increasing scores after the implementation of project-based learning through group work, it is because the students can improve their comprehension skills in listening while they are also carrying out their project as a group. It is harmonious with the research of Saputra et al. (2018) which stated that students are required to analyze and make progress by themselves with instructions from the teacher as the facilitator in conducting the project-based learning method. In addition, their collaboration with their partner also contributes to improving their comprehension skills of the meaning of some contexts. Also stated in Kusrin et al. (2021) that project-based learning is a right and helpful approach to allow students to finish the project. It encourages students to have a role in completing their project to plan the design of their work, consider and change opinions, and process the obtained data into a prepared product to be presented in front of the audience. Besides that, project-based learning also can prepare the students to end up as independent learners. They are given the opportunity by the teacher to observe the source freely in any kind of material such as printed materials and online materials.

To conduct innovative and effective teaching and learning activities, the teacher has to find out the different ways to liven up the situation in the class with some learning methods, including project-based learning. The implementation of project-based learning as the learning method is already popular in English language teaching and learning activities especially in improving students' English skills. In this research, the researcher has been got the significant results of students' listening skills achievement with the increasing scores on the test after the students were taught using project-based learning. It is relevant to the research of Saputra et al. (2018) which also stated that project-based learning encouraged with audio has effectively improved the students' learning tasks, including students listening skills. In conclusion, the results of this research above exactly support this research which is claimed that project-based learning can promote the students' listening comprehension skills.

The weakness of this research is the process of group activities was held virtually. The discussion and monitoring stages were done by the researcher only on WhatsApp so that the researcher cannot observe the discussion section and monitor the students' progress on their project directly. The researcher asked the students to conduct the question-and-answer session in the WhatsApp group and the students' can feel free to

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

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

CONCLUSION

Based on the result and discussion above, it can be concluded that teaching listening using a project-based learning method is effective in promoting students' listening comprehension skills and successfully improving students' listening achievement scores. The mean of the students' achievement scores is increased rather than before they are being taught using the project-based learning method. It is also strengthened by the results of paired samples t-test of pre-test and post-test of the eleventh grade of 2nd Multimedia class that shows *sig. (2-tailed)* $0.00 < 0.05$. It means that there is a significant effect from the use of project-based learning in conducting teaching listening to promote students' listening comprehension skills. Even though the project-learning method is effective in improving students' achievement in listening comprehension, sometimes there are some unpleasant situations and unsuitable steps that might make the students confuse and cannot absorb the materials easily. Therefore, the role of the teacher as the facilitator is the key to guiding the students to reach the goal of the project. However, it is agreed that as a new way of learning, students are driven by their learning and collaborate to study and produce projects that represent their understanding. Students benefit from this approach to training in a variety of ways, from learning new, useful technology skills to becoming proficient communicators and advanced problem solvers.

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