



## Implementation of the Project-Based Learning (PjBL) Model in Teaching Macro Listening Skills

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### Abstrak

Penelitian ini berfokus pada penerapan model pembelajaran berbasis proyek dalam pembelajaran keterampilan menyimak makro. Tujuan dari penelitian ini adalah untuk menjelaskan pelaksanaan pembelajaran dengan menggunakan model pembelajaran menyimak berbasis proyek, mengetahui respon siswa dalam proses pembelajaran, dan mendeskripsikan kesulitan yang dihadapi selama pembelajaran menyimak menggunakan model pembelajaran berbasis proyek. Subjek penelitian adalah seorang guru bahasa Inggris dan 30 siswa kelas X 9 SMA N 1 Moga tahun ajaran 2022/2023. Penelitian ini menggunakan studi kasus dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui observasi, angket untuk siswa, dan wawancara dengan salah satu guru bahasa Inggris. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran berbasis proyek meningkatkan kemampuan siswa dalam menyimak. Respon siswa terhadap model ini adalah positif, terlihat dari hasil data angket dimana 7% sangat setuju, 64% setuju, 27,67% netral, dan 1,33% tidak setuju. Kesulitan yang dihadapi selama mengajar mendengarkan adalah kurangnya pemahaman siswa terhadap kata mendengarkan, membutuhkan lebih banyak waktu dalam melakukan proyek. Berdasarkan rata-rata hasil observasi, angket, dan hasil wawancara, model pembelajaran berbasis proyek efektif digunakan dalam pembelajaran keterampilan menyimak makro.

**Kata kunci:** PjBL, praktek mengajar, ketrampilan menyimak makro

### Abstract

*This study focuses on the implementation of a project-based learning model in teaching macro listening skills. The purpose of this study is to explain the implementation of teaching using a project-based learning model in listening, find out students' responses in the learning process, and describe the difficulties faced during teaching listening using a project-based learning model. The subjects were an English teacher and 30 students of Class X 9 SMA N 1 Moga in the academic year 2022/2023. This study used a case study with a qualitative approach. The data were collected through observation, questionnaires for students, and interviews with one English teacher. The results showed that the implementation of a project-based learning model increases the student's ability in listening. Students' responses to this model are positive, as seen from the questionnaire data result where 7% strongly agree, 64% agree, 27,67% are neutral, and 1,33% disagree. The difficulties faced during teaching listening are the lack of understanding of the students toward the word listen, need for more time in conducting the project. Based on the average results of the observation, questionnaires, and the results of interviews, the project-based learning model is effective to use in learning macro listening skills.*

**Keywords:** PjBL, teaching practice, macro listening skill

## **1. INTRODUCTION**

The English language has been commonly accepted as an active universal language in the world. People who study the English language consider it as their proficiency. Therefore, nowadays many people, particularly students, ought to master the English language. Mastering the English language is an important value for students to have. By mastering the language students can improve themselves both in academic and life skills.

In learning English, listening is one of the skills that must be mastered by students and has a very important role in the world of education. Listening is an activity that is always carried out in daily life. In English, listening is included in the four aspects of language skills that must be possessed by students. The four aspects are listening, speaking, reading, and writing. As foreign language students, students often face various problems in learning related to listening. (Amalia Rakhman et al., 2019) state that listening is a skill that is difficult to achieve compared to other skills such as speaking, reading, and writing, especially for non-native students. Thus, listening skills cannot be obtained instantly.

The main reasons why the learners feel listening is difficult are the lack of effort they make to understand language or words in listening. Cannot transfer the language they hear into their language. Lack of willingness to build vocabulary gradually results in failure and laziness in listening and makes them less enthusiastic. Listeners' problems with different pronunciation, and accents as they stick to one particular articulation. The listener's concentration power or listening stamina greatly affects their listening skills, compared to the mastery of other language skills. Distraction by the physical setting or the environment in which listening is to be carried out.

Apart from the problems experienced in listening, several skills must be achieved by students in listening learning to perfect their skills in the language. One of them is macro skills. Macro skills are important components in teaching English, especially listening. Macro skills refer to the primary, key, main, and largest skillset relative to a particular context. In achieving student communicative competence, researchers use macro skills in listening to develop receptive language.

Based on a preliminary study conducted by researchers, it was found that students had difficulty listening which caused them not to be able to follow listening lessons optimally. To overcome the difficulties experienced by students, teachers need creative and innovative ways to ensure students understand what they hear during the learning process. One of them is by applying a project-based learning model in listening. Project-based learning is a teaching model that encourages students to participate actively, realistically, and can produce a project in the learning process. Project-based learning helps students to solve complex problems or questions that exist in the real world or learning. They channel their skills and knowledge by making a product or presentation in learning. This study tries to find the effect of the implementation of project-based learning models on students' listening skills. In this case, to know the reality of teaching implementation on macro listening, we can see through observation, students' responses, and interviews with the teacher.

## **2. LITERATURE REVIEW**

### **Previous Studies**

Herlina Dewi (2016) conducted the research with the title "Project-Based Learning Techniques to Improve speaking skills" This classroom action research to describe the application of the Project-based learning technique through group work in teaching English, especially for a speaking class in two cycles. The population of this research was students in SMKN 1 Banda Aceh in 2014/2015 academic. Student's improvement in speaking skills is evidenced by comparing the results of the pre-test and post-test. The results of the students'

post-test increased. This means that the success indicator was reached. Consequently, the PBL technique can improve the students' speaking skills. Finally, data from the questionnaire shows that 90% of the students chose the options "agree" and "strongly agree" to the use of the PBL technique in their speaking class. They also responded positively to the use of the PBL technique in the process of teaching-learning speaking.

The second research, "A Study on the Implementation of Project-Based Learning in Teaching Writing Skill to English Education Department Students" by Dwiyan Putra & Dewa Gede (2014). It was applied to know the implementation of project-based learning in an essay writing classroom, to what extent the effectiveness of the project-based learning approach in improving students' essay writing skills, and how students respond to the application of project-based learning. The methodology of this research is a descriptive study which is employed a sequential exploratory design of mixed-method by Clark and Creswell, 2008: 178-180. The subjects of this study were 20 adult learners in the English education department of Mahasaraswati University Denpasar. The data were collected by the means of the lesson plan, writing test, scoring rubrics, and field notes which were analyzed using Paired Sample t-Test and qualitative data interpretation. The results indicated that: (1) The implementation of PBL supports the instructional process of essay writing, (2) PBL is effective in improving students' ability in 5 domains of writing, are; the main idea, on topic, details, parts of an essay, and word choice, and (3) Students gave positive responses toward the application of PBL after several modifications of implementations.

The third research focused to observe the implementation of blended learning in teaching listening Puji et al., (2017). This is qualitative research with one class as the subject. There are 28 students, 9 males, and 19 females. The data were collected by interviewing the listening lecturer, observing the activities in the classroom, and giving the questionnaire to the students. The result of this research showed that the implementation of blended learning was able to improve the student's listening skills. This study demonstrated that the use of blended learning in teaching listening offered ways for lecturers to be more effective in the teaching and learning process and brought positive outcomes for the students.

## **Listening Skill**

Listening is a communicative activity in learning English and has an important role in its context Agun (2018), explains that when listening, the listener must focus on the information conveyed by the speaker so that the listener can know the message completely. The listener has a crucial part to play in the process by using their knowledge and trying to understand what the speaker means. Thus, listening comprehension cannot be obtained easily, there needs to be an active role from the listener. According to Wolvin (2012), listening is a basic skill in first language acquisition and is crucial in English as a second/foreign language (ESL/EFL) learning of the most used and one of the most important communication skills in personal, academic, and professional settings alike.

## **Macro Listening Skill**

Listening has several skills that must be achieved, namely micro and macro listening skills. Macro listening skills focus on context or larger elements such as accuracy, discourse, style, cohesion, nonverbal communication, and strategic options. Macro skills can encourage students to focus on ideas, make predictions, and listen critically. Brown (2004), describes that macro skills cover (1) recognizing the communicative function of speech, (2) inferring situations, participants, and goals using real-world knowledge, (3) predicting, inferring links and connections between events, inferring causes and effects, detecting relationships, and providing new information from differences and situations, (4) distinguish between literal and implied meanings, (5) use facials, kinesics, body language, and other clues to decipher

meaning, and (6) develop listening strategies such as detecting keywords or guessing the meaning of words from context, etc.

### **Project-Based Learning**

This project-based learning model is a teaching approach based on learning activities and real tasks that pose challenges for students regarding everyday life that must be handled in groups Goodman et al (2010). Kokotsaki et al., (2016) for example, described the process of project-based science as follows: 'students need opportunities to build knowledge by solving real problems through asking and refining questions, designing and conducting investigations, collecting, analyzing, interpreting information and data, drawing conclusions, and reporting findings'. Research has indicated that project-based learning has the advantage of offering opportunities for students to learn language skills and content knowledge simultaneously Beckett & Slater (2005) enhancing learning motivation Gu (2002), Trabelsi (2013), increasing self-efficacy Mills (2009), as well as fostering learner autonomy, Fang & Warschauer (2004).

### **3. METHOD**

The research on the implementation of a project-based learning model in teaching macro listening skills used a case study with a qualitative approach. A case study method uses to collect data to answer the research questions formulated in problem statements. As a case study, the research led to the implementation of a project-based learning model for teaching macro listening skills.

This research was conducted on the first-grade students of SMA Negeri 1 Moga in the academic year 2022/2023. The subjects of this research are teachers and students. The researcher observed 1 class with one English teacher in class. The researcher took all students from class as the subject of this study.

In this research, data had been collected by conducting observations, questionnaires, and giving interviews. The researcher used an observation checklist to ensure the implementation of learning can run well as expected. The questionnaire uses to identify the students' responses while listening. The researcher uses closed questions to obtain the data. A questionnaire consisting of 15 statements was given to the students. The interview was conducted with one English teacher in SMA N 1 Moga.

### **4. RESULTS AND DISCUSSION**

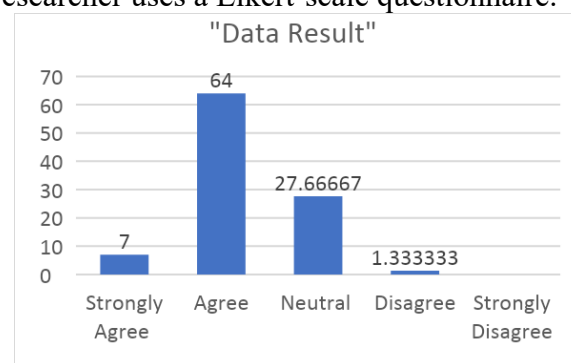
#### **Observations**

Based on the result of the observation on August 10, 2022, the teacher pays attention to every detail of the text given to students. The teacher asks students to listen, read, and practice. Students were given basic listening. Starting from the introduction, listening to the short story, reading the sentences one by one, and trying to write down the sentences they heard without looking at the text. The next day, Students are given a short text that allows them to know the contents of the text. Students are given audio and listen 2 until 3 times. The teacher reads back the short text, students start to write what they hear. The teacher explains in detail what students must do when they start to create a new project because the learning model used by the researcher takes a long time. The teacher provides detailed examples of questions that will be given to students. Such as, yes/no questions (to be, auxiliaries, modals) and explanation questions (Wh question). Students practice answering directly short questions from short texts given by the teacher. On August 31, 2022, students were ready to take part in learning. The atmosphere in the classroom is quite calm. The teacher motivates starting learning. Some students began to actively participate in learning, especially in listening material. After the

students made groups in the previous meeting, they began to present the results of the discussions from each group. They make a short text along with audio that they record with their voice and some questions related to the short text that has been made. Learning can run well by a previously designed lesson plan. On the last observation September 7, 2022, the learning process could run smoothly because students began to play an active role in class. Students begin to get various kinds of words from the results of group work. They started listening to various kinds of audio texts and tried to analyze the contents of the audio texts that were presented. Some of them can detect keywords and guess the meaning from sentence context in text audio.

## Questionnaire

The researcher provides a questionnaire for students. The researcher asked 15 questions in the questionnaire. There are five choices: strongly agree, agree, neutral, disagree, and strongly disagree. The researcher uses a Likert-scale questionnaire.



**Figure 1.** The diagram of the data result

Figure 1 shows the data that 7% of students in class X 9 SMA Negeri 1 Moga choose strongly agree, 64% agree, 27,67% neutral, 1,33% disagree, and 0% strongly agree with 10 statements. From the diagram result above we can find that the student's agreement is higher than other criteria such as, strongly agree, neutral, disagree, and strongly disagree. The project-based learning model is effective to use in teaching macro listening skills and makes the students active and creative during the learning process. Because, this project-based learning model teaches the students to work in a group, increases students' motivation, improves students' ability to solve problems and manage problems or sources of problems in a project that will be done,

## Interviews

Data were also gathered by interviewing one English teacher in class X 9. The respondents answered the question from the researchers and provided information about the difficulties in teaching macro listening skills with the project-based learning model.

The data have been transcribed and the results are presented as follows:

- The first question is "What are the difficulties in teaching listening?" the lack of understanding of the students toward the word listen by the students. The student's vocabularies are very limited.
- The second question is "What do you think about teaching using project-based learning?" teaching using a project-based learning model is attractive to use because students can work on and solve problems together in a group.
- The third question is "How do you apply the project-based learning model in the classroom?" the students doing a work or project in a group. They create a dialogue, write a script, record the speech, and share the product that has been produced.



- d. The fourth question is “How are the student’s responses to the implementation of the project-based learning model in teaching listening?” the student’s responses to this project are good even though a little bit confusing and boring because some of the students are shy to have or listen to their voice recorded.
- e. The fifth question is “In your opinion, is the project-based learning model effective in teaching listening?” teaching listening using a project-based learning model is effective to use but, there are many things to prepare for.
- f. Next question is, “In your opinion, does listening learning using a project-based learning model affect students’ macro listening skills?” it affects students’ macro listening skills but sometimes it makes the students bored. If we only focus on listening of course it will increase the capability of the students in macro. But, because it needs a lot of time. We know that to learn or to teach one topic we need not only one meeting
- g. The seventh question is “What are the positive impacts of teaching listening using a project-based learning model?” students can increase their empathy and can motivate each other in creating a new project in a group.
- h. The eighth question is “In your opinion, what are the advantages and disadvantages of teaching listening using a project-based learning model?” the advantages of this teaching listening using a project-based learning model are students can motivate, work in a group, and increase student’s empathy, and self-confidence. But the disadvantages are some of the students have a low understanding of the sentence or vocabulary which makes the teacher to guidance more.
- i. The nine-question is “Do students play an active role during learning activities using a project-based learning model?” yes, but not all are active some students are passive. It seems that when they do not know the other dialogue we talk about, it makes them confused to answer.
- j. The ten question is “How can you control the class during the learning process?” the teacher provides motivation and encouragement to her students that they can do it if they get used to it. The teacher also explained the importance of listening in English so that students can be motivated and can learn more about English.
- k. The eleventh question is “Has the teacher succeeded in applying macro listening skills to students?” students start to guess the word from the text that the teacher present and make a short interview.
- l. The twelve question is “How do you teach macro listening skills to students?” teachers can success to teach macro listening skills by using some material and strategies which she has.
- m. The next question is “Can macro listening skills lead students to focus on ideas, make predictions, and listen critically?” the students had been able to guess the words and mention the messages implied in the audio.
- n. Next, “After being given macro listening material, can students develop listening strategies such as detecting keywords or guessing the meaning of words from context?” students begin to understand and be able to make a short conversation and can understand the words or messages conveyed by their pairs.
- o. The last question is “Can macro listening skills develop receptive language as the basis for students to communicate?” students can develop the skills to receive the meaning of communication or the basic meaning of communication by applying macro listening skills. We need to give it more.

From the 15 questions that have been answered by the teacher, we know that according to the teacher learning using project-based learning is attractive to use. The students can do the project in a group, create a dialogue, write a script, record the speech, increase their ability in listening, guess the word from the text, mention the message implied in the audio, and share

the product that has been produced. Although some students can't hear well because of their lack of vocabulary.

## 5. CONCLUSION

This study focuses on the implementation of teaching macro listening using a project-based learning model, students' responses, and the difficulties in teaching listening using project-based learning. Based on research data at SMA Negeri 1 Moga, it can be concluded that most of the class X 9 have a positive response to the implementation of a project-based learning model that is used by teachers in learning to listen. This can be seen in the data result where 7% of students in class X 9 SMA Negeri 1 Moga choose strongly agree, 64% agree, 27,67% neutral, 1,33% disagree, and 0% strongly agree with 10 statements.

Based on the research result and discussion, some conclusions can be drawn: (1) The learning process using a project-based learning model is effectively used for students because the material provided is according to the student's level. Some students also feel enthusiastic during learning. (2) The difficulties faced by teachers in teaching listening using a project-based learning model are the students' lack of confidence, understanding, and students' lack of mastery of English vocabulary. (3) Based on the data results of the questionnaire, the researcher finds that students agreed with 10 statements from 15 questions that have been given. (4) Teachers can use other alternative media such as YouTube and learning applications that support students to be more active and creative.

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