# THE DESCRIPTIVE STUDY ON STUDENTS PARTICIPATION ON THE PROJECT - BASED LEARNING IMPLEMENTATION IN LISTENING AND SPEAKING FOR OCCUPATIONAL PURPOSES COURSE AT PBI UII YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016

A Thesis

Presented to the Department of English Language Education as a Partial Fulfillment of the Requirements to Obtain *Sarjana Pendidikan* Degree in English Language Education

By:
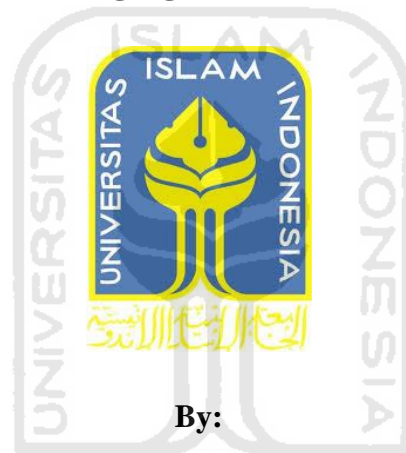
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DEDICATION

Gratefullty and thankfully, I dedicate this thesis to:

1. *My lovely parents, Ade Suwardi and Sutini, for their support, love, and prayers*

2. *My lovely sister and brother, Annisaa Fitria Handayani and Darmawan Surya Adi, for the care, support, and love.*

3. *My classmates batch 2012, you are all great and the best.*

4. *My special friends are Syahri, Adzim, Asnia, Wena, Cita and Feri Prasetyo who help, support and motivate me to write this thesis.*
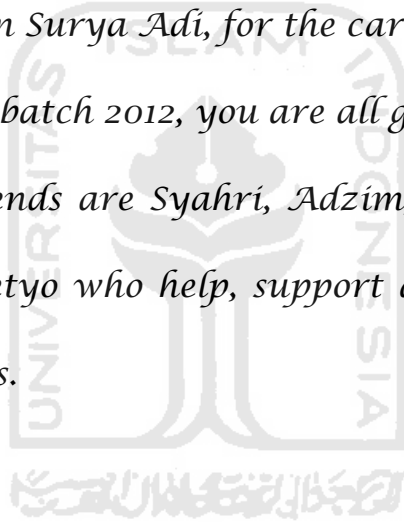
MOTTO

"Barang siapa ingin mutiara harus berani terjun di lautan yang dalam"

"Whoever wants pearl must be brave pluge in the deep ocean"

(Ir. Soekarno)

"I hear and I forget, I see and I remember, I do and I understand"

(Confucius)

يُسْرَافَإِنَّ مَعَ الْعُسْرِ

5. Verily, with every difficulty there is relief,

5. Karena sesungguhnya bersama setiap kesulitan ada kemudahan

إِنَّ مَعَ الْعُسْرِ يُسْرًا

6. Verily, along with every difficulty there is relief
6. Sesungguhnya bersama setiap kesulitan ada kemudahan
(Q.S. Al-Insyirah/ 94 : 5-6)

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ABSTRACT

The main objective of this study is to describe students' participation on the process of project-based learning application. The project-based learning covered video as multimedia tool to implement integrated listening and speaking skills. Furthermore, this research also analyzed how second semester of PBI UII students embraced the application of video on listening and speaking occupational purpose course in academic year 2015/2016.

Regarding the quantitative research, this quantitative research used secondary data analysis type. In order to maintain a qualified sample, the researcher took all students of 2nd semester PBI UII Yogyakarta class B as a population of the study. The study was approved to fulfill the criteria of great study. There were Listening and Speaking for Occupational Purposes Course from $10^{th}/05/2016$ - $31^{th}/05/2016$. While conducting the study, the researcher used two instruments which were observation field and the students' score on developing video on project-based learning. In the observation field, the researcher attempted to see how students engaged in classroom activity and group collaboration. Meanwhile to gain students' score, the researcher took the final result of students' score from the lecturer. The students' score could be categorized as secondary data analysis.

Based on the result of students' ability in categories, the students group got the score categories by researcher from the secondary data analysis. The score shows 2 groups in the highest score 81 means that A-, there was 1 group provide the standard score 75 mean that A/B, 2 group provide the middle score 73-70 means that B+, and the last one only 1 group provide the lowest score was 68 in category B. The categorization of this research was using the assessment grading from course outline. The finding of this research show that the students 2nd semester at B classroom in PBI UII Yogyakarta were more active, improve the communication, creative, independency, consistency in technology utilization and developing skill with project-based learning in design the multimedia of "video".

At the end, the researcher reached the findings that the application of video as project-based learning gave impact toward second semester students of B class

Keywords: *Projet-Based Learning, Video on Multimedia flowchart and storyboard, Integrated Listening and Speaking, Higher Education.*

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study and significance of the study.

1.1 Background of the Study.

Nowadays, English is not only limited for job requirements but also english is used for the international market in the world. Nevertheless, English as an international language has a role as an intention of communication among people around the world. Looking ahead, it is obvious that Indonesian are required to use English for International communication. Among all English, skills, listening and speaking are important skills to improve the ability to communicate with native speakers by using the target language.

According to Tavil, (2010), listening and speaking are two skills that are integrated. Moreover, Raimes (1983) in Tavil (2010) states that both skills have interconnected to communicate a message. Listening and speaking are always in integration (Tavil, 2010) . Listening and speaking are the principles of learning specific techniques that can be assisted by learners at the different levels of ability to improve their language skills (Nation and Newton in Harb 2013).

Based on the theories, It is shown above prove that listening and speaking are the skills that cannot be separated and those skills are the requirement to increase English skills. Realizing the importance of integrated listening and speaking, PBI UII provides an integrated course that focuses on occupational purposes.

This course is divided into two places utilizing classrooms and language laboratory. The implementation of listening and speaking course uses language laboratory because the language laboratory has sufficient facilities such as projector, computer and microphone. This course combines two skills explaining that listening and speaking as a basic competence.

The lecturer who teaches the course said that a lot of practices are utilized in the classroom. Moreover, the lecturer said that the activities at course cover classroom instruction, managing the learning atmosphere and the exercises, the use of computer as a form display information. However, listening and speaking course has two problems. The first problem is the activities in the classroom are not sufficient to support students' participation in communication because the students only carry out the speaking practice at the class to communicate each other and discuss the topic learning; the second one is, there are some students who are passive during the lesson.

Therefore, integrated listening and speaking course should provide more opportunities in learning, so the students can obtain this course more exposure, to be active in their activities. To solve the problem, lecturer provide project-based learning to improve students participations and communication ability.

Project-based learning is an instructional model based on the constructivist approach to learning which entails the construction of knowledge with multiple perspective within a social activity, and allows for self- awareness of learning and knowing while being context dependent (Duffy and Cunningham in Tamim, 2013). To support project-based learning in implementation of listening and speaking, this course requires the students to develop video in a short duration.

In this project, the lecturer wants to give more opportunity for students to be active and participate in classroom activity. In this research, researcher wants to observe the implementation of project-based learning in listening and speaking for occupational purposes course at PBI UII, especially when creating the video. Some stages in the observation include:

1. Students will collect and select materials from some references. In this stage, the observation will focus on Do and Don't material.The students will collect data and select material from some references. In this stage, observation on Do and Don't material is needed to evaluate how each group choose the topic for video based on theme that have already provided.

2. Students will develop video. The students will make the concept about classroom setting (one student takes role as a student and the other student takes role as a teacher). The concept is limited to the use of animation and classroom activity.

3. Students produce project-based learning and assessment. During the process, the students should be able to work in a team. They need to contribute specific role, for example: one student as an editor, one student as a teacher, some students as a member.

After dividing the role, they produce final product, that is video. The lecturer will evaluate the video and proceed to the editing process. Finally, the lecturer will upload the project-based video on you tube.

Based on the stage of project-based learning above, it can be concluded that integrated listening and speaking skills are two skills that can not be separated. Students will have more expossure to improve their communication in english.

In addition, there is an opportunity for students to learn more independently and the students becomes more active in learning listening and speaking for occupational purposes course.

1.2 Identification of the problem

In this identification of the problem above; the researcher identifies two main problem in Listening and Speaking for Occupational Purposes course at PBI UII. The problem are follows:

a) The students have limited participation in listening and speaking activity.

b) The students were passive during the lesson.

1.3   Limitation of the problem

The limitation of the problem is describing the implementation of project-based learning to provide more opportunity for students to participate actively related Listening and Speaking for Occupational Purposes course at PBI UII.

1.4   Formulation of the problem

The problem of this research could be formulated as follows: How does the project based learning can provide more opportunity for students to participate actively listening and speaking course at PBI UII ?

1.5   Objectives of the Study

This research is aimed to describe the implementation project-based learning in Listening and speaking for occupational purpose course at PBI UII.

1.6   Signficant of the study

The results of this research are to give practical contribution to English lecturer, English Language Education Department of the Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers.

1. **For English Lecturer**

The researcher hoped that, the result of this research would be useful for the English lecturer, the lecturer could develop effective instructional design for listening and speaking.

2. **For English Language Education Department, Faculty of Psychology and Socio Cultural Science**

The researcher hopes that the descriptive study on project-based learning in listening and speaking for occupational purposes course inspire PBI UII in developing the curriculum of listening and speaking.

3. **For Others Researchers**

The researcher hopes that, this study could inspire the other researchers to conduct reseach on project-based learning implementation in listening and speaking.

CHAPTER II

LITERATURE REVIEW, RELATED STUDIES, AND CONCEPTUAL FRAMEWORK.

2.1 Literature Review

Chapter II covered four big headings. The first heading is literature review. It covers project-based learning, technology of video in multimedia and the integration of listening and speaking. The second heading is relevant studies which correlated with this research. The third heading was theoretical framework.

2.1.1 Project-Based Learning

a. The Definition of Project-Based Learning.

There are many definitions of project-based learning that have been defined by some researchers in english language learning. Project-based learning is an instructional model that is based in the constructivist approach to learning, which entails the construction of knowledge with multiple perspective, within social activity, and allows for-self-awareness of learning and knowing while being context dependent Duffy & Cunningham (1996) in Tamim & Grand (2013).

Thomas (2000) finds project-based learning is a model that organizes learning around project. Bell (2010) in Walsh (2010) mentions project-based learning is a student driven method of instruction that allows students to learn through inquiry while collaborating with their peers and creating project to demonstrate students learning process. Furthermore, project-based learning is an instructional model

centered for the learner (Bas, 2011; Marwan, 2015). Doppelt (2003) says that project-based learning is a well-known model for imparting thinking competencies and creating flexible laerning environment.

Project-based learning is one of the constructivism approach in which the cooperation among the students in finding their knowledge through active learning (Yew & Schmidt, 2009; Zajkov & Mitrevski, 2012 in Sumarni, 2013). The consideration of constructivism approach and the use project-based learning model, project-based learning is a cooperative approach and this project involves students in learning knowledge and skills through research assigment, authentic questions and well designed product (Sumarni, 2013). To summarize, there are many parts of the creation on project-based learning model construct the knowledge on students learning process and active with the relation of constructivism approach.

Based on the theories above, project-based learning have more important elements for the students. In this research, project-based learning is a model learning process for the students learning centered in higher education. This project-based learning model implemented by lecturer for students. The model only focuses on exercise, students' creativity and skills, especially for the students in second semester of listening and speaking for occupational purpose course at PBI UII Yogyakarta.

b. The Characteristic of Project-Based Laerning

Characteristics of project-based learning Thomas (2010) in Sumarni (2010), are focuses on learning as below :

1. Project-based learning that involves students in investigations;

2. Project-based learning involves problem-solving;

3. Project-based learning involves other meaningful task ativities;

4. Project-based learning gives students the opportunity to work autonomously in constructing their own knowledge;

5. Projet-based learning could reach the peak to produce real products;

6. Project-based learning gives students the different learning style. Subsequently, project-based learning is an opprotunity for students to explore the content (material) using variety of ways;

7. Project-based learning is an in-dept investigation on a topic the real world;

8. Project-based learning helps students to learn strong knowledge and skills through tasks and authentic works;

9. Project-based learning is a comprehensive study involving students in collaborative investigation;

10. Project-based learning as the learning situation, which provides natural complexity of the real world can give experiences of the students toward student objects and information obtained by students bring strong enough suggestive messages.

Based on the characteristics above, it can be concluded that project-based learning performs in-depth investigation for certain topic and gives better learning atmosphere which correlates with real world task. In line with these notions, the researcher uses technology limited to video as a project learning. The technology in video provides an authentic, creative and active task that at the end it promotes engaging task with better learning environment.

c. The Strength and Weaknesses of Project-Based Learning.

Sumarni (2013) explains that there are some strength and weaknesses in project-based learning model for students. The advantages are as follow:

1. Project-based learning increases students' academic achievement.

In order to increase academic achievement, we can use project-based learning which gives students knowledge (including insight and meta-cognition), skills and attitudes. Students create tasks or problems which are more concrete, and arrange potential solutions by using theoritical and practical knowledge. Project-based learning provides productive environments for the development of meta-cognition (Downing et al., 2009). Project-based learning appears to be an effective model for producing gains in academic achievement (Erdem, 2012; Ergul & Kargin, 2014; Chanlin, 2008; Gultekin, 2005; Yalcin et al., 2009; Bas & Beyhan, 2010).

2. Project-based learning increases cooperation ability.

While using project-based learning technique, students work in teams and the students cooperate their exercise learning process (Elam & Nesbit, 20012; Barrs,

2012; Wrigley, 1998). Learning effectiveness was assessed based on the students'
perceptions and their group discussions, collaboration or cooperation and
communication behaviors. (Shih et al., 2010). All students have the opportunity to
interact and develop skills with the incorporation of cooperative or collaborative
learning (Marx et al., 1997; Wrigley, 1998). The collaboration in the learning
process is a higher level of cooperation. Project-based learning supports students
in learning and practicing skills in problem solving. Therefore, it also provides an
opportunity for interdisciplinary study for completing the various stages of the
project. All of students have the opportunity to interact and develop skills with the
incoporation of cooperative or collaborative learning (Marx et al., 1997). The
poject-based learning helps students develop real-world skills such as the ability
to collaborate well with others, make decisions and take the initiative, and facing
a complex problem solving, communication, and self-management. (Yalcin et al.,
2009; Wrigley, 1998). To sum up, project-based learning technique is a
cooperative learning process that leads students to work together in a group. It
assists students to develop communication skill properly. Hence, it establishes a
platform of conjunctive team work to learn and practice skills.

3. Project-based learning increases the ability to communicate.

    Project-based learning increases the ability to communicate. With project-
based learning, the students learn how to do research as presented by Yalcin et al.
(2009), how to organize a team, and how to communicate. It is also important
when students learn to articulate their thoughts, they learn how to explain, and

how to convice. The project-based learning helps students develop positive communication skills. Students learn to advocate, to defend their ideas, but at the same time they learn to listen to their opponents and open to the opinons of others. Project-based learning overcomes the gap between knowledge and thinking. Students "know" and "do".

4. Project-based learning increases students' skill in managing learning resources.

Morgil et al. (2008) states that in finding the solution for project tasks, students can look for from a variety of sources; the such as: online, library, web, field trips and observations etc. In this research which use web-based project, the students will find the focus of course. Through the application of web-based project, the lecturer does not present the knowledge to students yet; otherwise the students have learned how to achieve the knowledge and use this knowledge in the solution process. Thus the project-based learning will improve students' skill to seek and obtain information.

5. Project-based learning creates fun learning.

Project-based learning makes students happy during the learning process by providing them with various learning experiences (Papanikolau & Boubouka, 2010; eskrootchi & Oskochi, 2010; Gultekin, 2005).

6. Project-based learning increase attitudes towards learning.

There is an example from previous research, the students are learning a lot with web-based learning compared to traditional method. In their aplication of web-based project, the students got the benefit from simulation learning process. It becomes, their visual resource and also the students can look back on when needed. Project-based learning appears to be effective model for producing gains in attitude (Erdem, 2012; Chang et al., 2011; Gultekin, 2005; Yalcin et al., 2009; Bas & Beyhan, 2010). Project-based learning has the higher stance towards the course or the topic lesson. Project-based learning was more successful, as a result, students were attracted by instructional textbook in learning activity.

The web-based learning and this research have the similarity which analyzes project-based learning. The difference locates on the application of theoretical framework. The previous research used web-based, meanwhile this research use multimedia video.

7. Project-based learning increases students' creativity.

Project-based learning develops the habit of lifelong learning. Project-based lerning meet the students' needs with different levels of skills and learning styles. Moroever, project-based learning is very important for higher education. According to Zhou (2012), project-based learning is one example of curricula that prepares students by helping them to acquire the skills necessary to exercise their creativity.

8. Project-based learning increases problem solving ability.

Project-based learning can improve the ability to solve problem, make the students more active and successful in solving complex problems. Project-based learning also requires students to develop skills such as cooperation, collaboration and reflection.

9. Project-based increases resource management skills.

Project-based learning gives practice for students to organize the project. It also creates time management to finish the task. These complexity learning experiences are purposively designed for students to embrace the real world task. Moving in sequence, the weaknesses of project-based learning for higher education is devided into five criteria.

1. Project-based learning requires a lot of time to solve complex problems (Grant, 2002). This will create a least amount of time to study the topic material and content.

2. Almost all examples of successful project-based learning can be successful if the cooperative learning succeed too (Land, & Greene, 2000; Mark et al., 1997). The students who have weakness in work project and the collection of information will have trouble (Grant, 2002; Kurzel & rath, 2007).

3. Students who are not experience with working in groups may have difficulty in negotiations and compromise (Grant, 2002; Kurzel & Rath. 2007). If this method has not been used before, it may be necessary to interact in a group

and manage conflict within the group. There is possibility of students who are less active in group work.

4. When the topic given to each group is different, There is possibility that students cannot understand the topic entirely (Grant, 2002; Kurzel & rath, 2007).

5. For a self-assessment survey, the data may have been influenced by a slight inconsistency (Elam & Nesbit, 2012).

Reflecting on these facts, we can see that there are some strenghts and weaknesses in project-based learning model. Regardless the weakness, it is worth to use implementation of listening and speaking skill in designing multimedia. This implementation can enhance students' listening and speaking skill.

2.1.2. The Fundamental of Project-Based Learning on Multimedia.

a. Multimedia

Based on Mayer, (2001) explained the problem that support multimedia is located on the premise of learner (learner means that the students or the people who are learning). Using the multimedia, students are better to understand the explanation if it is conveyed in words and pictures rather than if it is presented only by words. Besides that, the multimedia can be defined by language, "*live*" for example, when a group of people watch video, they will be exposed by pictures and the sound. These exposure called as multimedia which creates a real experience. Multimedia refers to

a sequences of presentation using words and picture that produces dynamic chart such as animation and video. (p.1-3).

Conversely, it could be argued Li & Drew (2004), that the components of multimedia consists of applications that use multiple modalities to their advantage, including text, images, drawing (graphics), animation, sound, video in multimedia and most likely, interactively of some kind. Multiple modalities of multimedia can accommodate a diverse video teleconferencing that can be used in higher education (Li, 2004).

According to Vaughan (2004) in (Binanto, 2010, p.2) add the description of multimedia, multimedia is a combination of the text, art, sound, images, animation and video being delivered by computer or manipulated digitally and can be delivered or interactively controlled. Multimedia has three types, as follows:

Table A.1 *The types of multimedia*

No	Types Multimedia	Note
1.	Multimedia Interactive	Users can control the element of multimedia that will be sent
2.	Hyperactive Multimedia	This types multimedia has a stucture of elements associated with the designer and user to direct it.
3.	Multimedia Linear	Designer and users are the spectators. They enjoy the multimedia product from the very beginning.

Based on the table above, from three types multimedia on Binanto's, second semester at PBI UII Yogyakarta used 3 stages, such as Collect and Select Material, Develop video with the content video, and Students' assessment.

Further investigation shows multimedia associated with more than one type of multimedia to provide information (Munir, 2015). Beside that, multimedia is a combination of various media (*file format*) in the form of text images *(vector or bitmap),* graphics, sound, animation, and video interaction has been package into a digital *file* (computerization), is used to convey or conduct a message to the public. On the contrary, mutimedia is a combination of data or media to convey information with the result that information is presented more attractively (Rosch, 1996). Gayeski (1993) defines multimedia as a set of computer-based media and communications

system have a role to construct, store, deliver, and receive information natural form of text, graphics, audio and video. Meanwhile, Oblinger (1993) defines "a combination of two or more communication media such as text, graphics, animation, audio and video" (p.1-3).

According to Zaman (1999) in Munir (2015), multimedia integrates various media of text, images, video and animation in digital media. Besides, Reddi (2003) mentions, multimedia as an integrated element of some media (audio, video, graphics, text, and animation) into one of a synergistic and symbiotic contingent that provide more favorable product for users rather that individual media elements. Moroever, the multimedia in the context of a computer according to Hofstetter (2001) is the use of computers to present and combine text, sound, images, animation, and video with (tool) and connections (links) allowing users to navigate, interact, work, and communicate. It, proves that, multimedia has many definition and types in learning. Therefore, one of the definitions is multimedia integrates various media (text, images, sound, video, and animation). Furthermore, multimedia elements provides learning facilities for designer and user. Especially, learning using multimedia, the students can facilitate the communication and interaction.

Some researchers add that the notion of multimedia is interactivity among text, graphics, audio and video (Rubinson, 2008). Similarly, Ambron in Lucatis (2008) argued that, multimedia program covers two or more types of information, namely text, graphich, image, animation, audio, and video. Obviously, Hoghton

(1999) describes multimedia communication as a form of multimedia form using a computer. A more comprehensive understanding of Mao Neo and Ken T.K Neo (2001) in (Munir, 2015, p.3-5) multimedia is a combination of various types of digital media, teks, images, sound, and video are combined in a multisensory interactive application to convey a message of information to viewers.

In conclusion, Multimedia has various type of learning. However, one of the upper hand types is video because it covers the moving image, animation, text, and sound.

b. Video

There are many definitions of video in multimedia. Video in multimedia provides one way distribution that is very interesting and direct *(live)*; with video, the students will be more interested in visual impressions in the form of video. Techniques in video do not only provide interesting multimedia but also attract students in learning process. Besides, video as a reference source that keep information meaningful. Interactive multimedia design will provide new experience due to image movement which is being produced in recording process. The students will provide a new experience, because the video is a moving image and it is produced from the recording process (Munir, 2015, p.289).

Getting beyond the obvious, learners can understand well the material if it provides a concise, congested, clear animation text compare to plain text. Therefore learners will not forget about the material they have learned. Furthermore, the development in multimedia will assist learners become more active and creative in learning, and lecturer as a facilitator that provides convenience for learners to learn (Munir, 2015).

Video in multimedia is the most comprehensive learning aspect in technology. In this research, the video is the technique of project-based learning model. Especially, project-based learning on video, the students establish flowchart and story board. Therefore, flowchart and story board are utilized to develop video in language learning and students skills. The video in language learning is the result of the learning process in higher education, especially in second semester at PBI UII Yogyakarta.

Munir, (2015) mentions video is catching technology, recording, processing, storage, movement, and reconstruction of the sequence of quiet picture with presenting scenes in motion electronically. Subsequently, Video is a combination of a moving image and sound. The video retains the visual motion that are essential for full understanding of communication (Whatley & Ahmad, 2007). Moreover, they say that video supports students to understand the material and prepare for assessment.

The researcher has assumption that to sump up the opinion from experts, video development is to develop the student ability who designs the video. In designing the video, the students utilize flowchart and storyboard. The implementation of designing video is to make students become more active and comfortable in learning. Finally, the students basically enjoy the advantage of project-based learning on multimedia in developing video. They can control whatever and whenever multimedia elements will be displayed.

In addition, the lecturer acts as a guidance of higher education students. The lecturer also guide the students in learning process in implementation of integrated skills and the students design multimedia interactive, multimedia hyperactive and multimedia linear. In higher education, the students can design project-based learning on multimedia in developing video. Nevertheless, the lecturer should give instructions to the students to provide the development of video.

Proceeding sequently, according to Munir, (2015), (Nian & Drew, 2004) there are various of video aplication in education field and learning process, especially in learning education at higher education as below:

Table A.2: *The types of video as the guidlines at higher educaction.*

The Types of Video	Advantage	Disadvantages
Video Analog	- Video analog can be made in casseette; - The video analog recording process uses film cassettes; - Recording the real view uses folders cassettes.	- The picture is not clear; - The color video is underexposed; - Adverse pictures quality when video saved in a long time.
Digital Video \	- Image quality, keep the original and durable; - The video does not have much of a problem though in savings in the long term; - Video recordings in the copy quality from every video recordings, produced excellent; - digital video quality is very excellent, because a video is easier to transfer; - Storing video on digital devise or in memory; - Digital video ready to be processed (nice removal, cut, and paste, and so on); - Digital video integrated into various multimedia aplication; - Direct access, which makes non linear video editing simple;	- Digital video, has a high-quality; - Transfer of data can take a long time.

Digital Video	• Repeated recording without degradation of image quality; • Ease of encryptions and better tolerance to channel noice.	
Video Converence	• Video converence becomes better communication; • The information is more understandable and sharing; • The flow of information could be better; • Body language, facial expressions, posture and tone of voice can reveal everything • The collaboration tools can be used simultaneously; • Video converence share presentations, documents, and application which corresponds to the meeting agenda or meeting; • Meetings at various places for the benefit and advancement of learning can be realized with the application of video conferencing optimally. • Video conferencing provides the ability to explain learning with a very lively and interactive without spending a lot of cost and time to do something at the same placeundertake long-distance calls	• Video conferencing should have internet access • Internet networks are often clogged or error only if the internet is not excellent; • Lecture and learner must have a modem, speedy, and wifi to connect the internet as a backup.

Video Broadcasting	• Video broadcasting allows all students to see, hear, and cooperate immediately and directly.	• Video broadcasting only one directional (linear communication).

Alongside that, the researcher finds, that there are many advantages and disadvantages of various video in learning for higher education. Beside that, many of researcher argued about the advantages digital video in learning process. Therefore, video has a variety of different definition and function. Moreover, video is such a powerful complex medium to work with that simply memorizing a few or guidlines; and how to understand it. The effort of video is to avoid the usual video and just describes the aspects of its operation that actually affect the digital manipulation of video images while this video as seen from digital compositor's point of view states, (Wright, 2010).

Talking about video, the researcher uses a digital video which is produced by second semester students of PBI UII Yogyakarta. There are two processes of creating the video which are flowchart and storyboard. Flowchart and storyboard are the proof of video development. The length of the video is only in short duration due to its accessibility on uploading to other media.

Moving in sequence, to create flowcharts and make storyboard, the lecturer asks students to select images and animations in accordance with the group's theme. In addition, the students of second semester utilize flowchart and story board to

develop video as the fundamental of project-based learning model in implementation

listening and speaking for occupational purpose course at PBI UII Yogyakarta.

c. Integrated Listening and Speaking Skills

In higher education, the students focus on language learning, such as:

language item (sounds, vocabulary and grammatical constructions), the content of the

subject being studied (such as English literature, cross cultural understanding),

language skills (such as listening, speaking, reading, writing, fluency), using known

items (pronunciations, vocabulary, grammatical constructions, and communication

strategies) (Nation & Newton, 2009). Further investigation shows that the skills in

higher education focus on fluency, especially listening and speaking skills. Therefore,

the competence for the students' skills in higher education is developing fluency in

listening and speaking.

Moreover, there are six steps to develop listening and speaking for higher

education (Nation, 2009):

1. *Providing prior experience*; prior experience is listening using a simple

    version. First, repeating the listening, using language or ideas already

    within learners' experience. Prior experience with aspect of the text (

    language, ideas, skills, or text-type). Second, students learn the material,

    the knowledge also increases.

2. *Providing guidence during listening*; Several guidance that can be provided are fill in the blank or fill the gap, answer the question, and choose the picture based tape.

3. *Working in groups*; note-taking activity is a work group that let students work in pairs in order to take important note or discuss the material.

4. *The activity is focused on meaning.* Message in communication is the key for meaning focused communication. (Brumfit, 1984: 56-57).

5. *The learner take a part in activities where all the language items are within their previous ecxperience.* This means that the learners work with largely familiar topics such as well known vocabularies and structures. These kinds of activities are called "experienced' tasks because the knowledge required to do activity within learners experiences.

6. *Support and encouragement for learners.* It means that in an activity with a fluency, learners should speak and comprehend faster, hesitate less, and use larger planned chunks than they do in their normal use of language. A fluency provides some deliberate push to the higher level of perfermomance often by using time pressure.

   Meanwhile, there is needs to be substantial opportunities for both receptive and productive language for higher level.

The competence at PBI UII Yogyakarta is integration between listening and speaking skills, Moroever, there is growing evidence that listening and speaking

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skills are necessary to integrate. Byrne (1991) in Tavil (2010 : 765) states that "one should keep in mind that listening and speaking skills are normally integrated in real-life". Integrated listening and speaking skills support project-based learning in develop video technique used for communication. Besides, Tavil, (2010), integration of listening and speaking skills exposes English language learners to authentic language and challenges them to interact naturally in the language. Subsequently, listening is an active and meaning based, purposeful of making sense of what we listen or hear. Identically, language skills are often categorized as receptive and productive skills.

In order to learn the integration between listening and speaking, PBI UII Yogyakarta has provided listening and speaking for occupational purpose course. The focus of the participant in this course is the second semester students. They will learn integrated skills through video, and thus creating sense of fun in learning.

2.1.3 Students Participation

Student's participation is integral in learning process between the lecturers and students (Abdullah, Noor & Maizatul, 2012). Nevertheless, students' participation is important in the process of learning, in general explanation related the students participation in the classroom is through two communication behaviors (Abdullah M. Y., 2012). Moreover, participation has the benefits of grading class participation, as demonstrated from previous research Mello (2010) in Abuid (2014) are: it generally results in better prepared students; it encourages students to exchange experiences; it facilitates actual-word learning and presentation of material; it makes students ready for involvement on the task, project or job; it emphasizes outcomes behavior; it teaches students to think and react quickly 'on their feet; it cannot be 'faked' as students need to attend class and visibly demonstrate their understanding; and it enhances the depth of learning through different viewpoints and experiences of active students from diverse backgrounds. Besides, the student's participation discover the benefit of their learning process. Consequently, active students' participation have many factors, including the faculty role, the grading of participation and the students attitude (Abuid, 2014).

Another point worthy of consideration, the general form of the students participation in the classroom is through two communication behaviors that is verbal and nonverbal (Lee, 2005). Verbal or oral participation refers to behaviors of practice speaking; giving opinions in the classroom; answering and asking questions or comments and taking part in the classroom discussions (Abdullah et al., 2012). Particularly, the students who do not take the initiative to actively involve are usually considered as passive (Abuid, 2014). Therefore, nonverbal participation is associated with behavioral responses during the class, including node their head, raise their hands, body movements and eye contact Zainal (2007) in Abuid (2014).

The assessment of student participation NUS (2009) in Abuid (2014) proposes a design of scoring the students participation which is presented into 3 point such as: e-mail; project-based learning in listening and speaking for occupational purposes course, and group work.

Table. A.3 *Assessment rubric, adopted Abuid , B.A. (2014)*

Number	Area of Assessment	Details	% Details Weight
1.	Long in-class written answers (whole class)	A question paper for all students during the whole class period.	30%
2.	Volunteered participation	Volunteering information, substantiation of own views, logical argumentation, responding intelligently to other views and giving new ideas.	30%
3.	Group discussion	Group discussions assessed with same points given to each member of each group.	40%
Total			100%

In listening and speaking for occupational purposes course, the lecturer assess the students' participation by their project-based learning implementation. The steps of the implementation were as follows:

1. Lecturer gave the definition of project-based learning in the form of point text;

2. Students made an important point in the form sentences using the grammar;

3. Students describe the video on their project-based learning technique;

4. Students voluntarily took turn to wrote the big point of the theme project-based learning;

5. Discussion among the groups how to develop video on project-based learning technique;

6. The students asked to the lecturer among the students groups;

7. The students responded to each other.

After that, the students were asked to design a video about certain themes based on Practical Classroom English by Glyn Hughes and Josephine Moate with Tiina Raatikainen. The lecturer assess the flowchart, storyboard, progress, and the video itself.

2.1.4. Review on Relevant Studies

This subchapter discusses relevant studies from previous research. As far as the researcher involved, the researcher indicates some relevant studies which has the similiarities and differencies of studies. In previous research, the studies use project-based learning using ICT (*PJBL using ICT)* to develop learners' who studied at Phranakhon Rajabat University Thailand. In Thailand the students' are learned project-based learning using ICT, it can help to develop students' skills to communicate. Furthermore, Using technology, learners study communication capability, thinking capability, problem solving capability; the capability in implement of life skills; the capability in technological application (Soparat, Arnold, & Klaysom, 2015). Moroever the students learned the content in the learning areas technology (Soparat, 2015).

Other research for example Marwan (2015), "Empowering English through project based learning with ICT", conducted at vocational school. This action research was being applied to 25 students using interview, observation, and documentation. The phase of Marwan research covered 3 projects.

The author mention that the results indicate in 1st-project, there is improvement in writing through the activity and followed with speaking. The students perfomed presentation and communication use ICT by involving between first group and last two groups. In Marwan's research, the project does not only implement the activity of writing and speaking but also the implementation of students' activity in listening and reading skills. This first project-based learning activity was viewed as a real life learning experience. The students maintained project-based learning with ICT *(in e-mail)* was a powerfull tool both for empowering their english and finding information.

Continue on Marwan's result, the results of 2nd-project, is listening and speaking through videotape conversational activities. This 2nd-project required more time than that of 1st one since the task was more challenging. Meanwhile, in the results of 3rd-project is speaking and reading skills. These skills are engaging in many groups. This project-based learning was viewed by students as a challenging but rewarding learning experience. They also felt lucky to be living in the digital age since their learning especially english learnning with technology (project-based learning and ICT).

From the results of these studies, they indicate using project-based learning with technology can improve students skills in learning english language.

Another research is Yiyings' research (2015) entitled with "Project-Based Learning in Chinese college English listening and speaking course from theory to practice" uses 6 groups of students randomly.

The results of the research showed that students had positive attitude toward the project-based instruction. The students had the advantages of offering more opportunities for active learning, enhancing their English reading skills, and increasing their ability to use online resources. Moreover, most of Chinese college students showed an improvement in all four language skills (writing, reading, listening and speaking). Their listening and speaking skills, in particular, had the greatest improvement. The study can encourage learner to use language skills learned from the English class, and support learners' confidence in using English, Identically, the aspects of project-based learning is to foster students' abilities for life-long learning through contextualizing learning, motivation, learning activities, and problem-solving abilities. Other evidence of improvements are resourcing management skills, longing for communication and information sharing, and using language properly.

To sump up this discussion, the researcher suggested that the students should practice more project-based learning model, especially in practice language skills. For example: first research, project-based learning is using ICT for communication; second research, project-based learning focuses on language skills using ICT for English writing; listening and speaking; and speaking and reading skill, third research, project-based learning focuses on integrated listening and speaking skills.

One concludes that, from these three sources have similiarities and differencies, its similiarities that these three sources equally use project-based learning model, and develop students' skills to communicate and learning english language skills (writing, reading, listening and speaking). Continuing on, the differences between three sources are the research method and the the application. The first and the second sources of their research is action research method, while the third source using quantitative research method. On the contrary, there are differences among three sources in utilize the aplication of project-based learning. The first source of his aplication research is "*web learning tools*"; the second source of his aplication research are"*email, videotape and youtube*"; while the third source of her aplication research uses "*power point presentation*".

The research that has been carried out by these sources have the differences and similarities with the writer research that will be conducted in this research. The similiarity with the first, second and third sources using the model of project-based learning with ICT in learning english language skills, specifically are listening and speaking skills. One of the different is the first source studies vocational higher instituition while in this research is the students of higher education in listening and speaking for occupational purpose course. The another difference is the researcher uses language laboratory instead of classroom.

Based on the observation fields, the researcher found that the students at PBI UII Yogyakarta always used game-based in implementation of listening skill. On contrary, game-based learning only represented listening skill and thus this situation created passive students. Based on the fact above, the lecturer provided better strategy which was project-based learning. In this project, students had the opportunity to design and created a video. In designing and creating a video, the students could utilize flowchart and storyboard.

Continuing on, the concept of project-based learning.The conceptual framework could be described as below:

Table A.4 *The procedure of flowchart and storyboard*

```
                    ┌──────────────┐
                    │   Material   │
                    └──────────────┘
                   ╱                ╲
          ╭─────────╮          ╭──────────╮
          │Flowchart│          │Storyboard│
          ╰─────────╯          ╰──────────╯
                   ╲                ╱
                    ┌──────────────┐
                    │   Prepare    │
                    │  Ingredien   │
                    └──────────────┘
                           │
                    ┌──────────────┐
                    │The Development│
                    │   of Video   │
                    └──────────────┘
                           │
                    ┌──────────────┐
                    │  The Final   │
                    │   Product    │
                    └──────────────┘
```
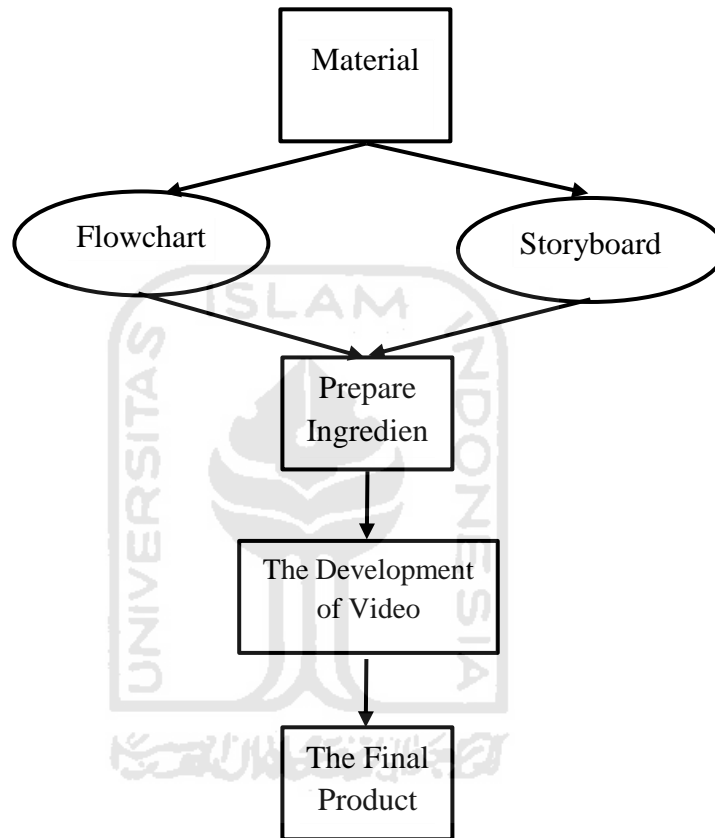
This concept modified for LISFOP and the procedure of flowchart and storybord modified from (Darmawan, 2012)**.**

Table : A.5 Analytical
Construction

```
                        ┌─────────────────────────────────┐
                        │    STUDENTS' PARTICPATION        │
                        └─────────────────────────────────┘
                                        ↓
┌──────────┐                                              ┌──────────────┐
│  VERBAL  │              (Lee, 2005)                     │  NON VERBAL  │
└──────────┘                                              └──────────────┘

  → ┌──────────────────┐              ┌──────────────────┐ ←
    │  Communication   │              │   Eye Contact    │
    └──────────────────┘              └──────────────────┘

  → ┌──────────────────┐              ┌──────────────────┐ ←
    │  Giving Opinion  │              │  Body Movement   │
    └──────────────────┘              └──────────────────┘

  → ┌──────────────────┐              ┌──────────────────┐ ←
    │  Asking Question │              │     Noding       │
    └──────────────────┘              └──────────────────┘

  → ┌──────────────────┐              ┌──────────────────┐ ←
    │    Comments      │              │   Raise Hands    │
    └──────────────────┘              └──────────────────┘

  → ┌──────────────────┐              
    │   Discussion     │              
    └──────────────────┘              
```

```
          ┌──────────────────────────────────┐
          │       Project-Based Learning      │
          └──────────────────────────────────┘
                          ↓
                    (Thomas, 2010)
```

```
┌──────────────────────────────────────────────────────────────────────────┐
│ Provide an opportunity for students to explore the content (material)       │
│ using varieties of ways                                                     │
└──────────────────────────────────────────────────────────────────────────┘
                          ↓
              ┌──────────────────────┐
              │    Digital Video     │
              └──────────────────────┘
```

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Table A.6 Assessment of Project-Based Learning by Digital Video

Classroom Instructions

Video

(Abuid, 2014)

(Munir, 2015, Nian & drew, 2004)

Volunteer

Group Discussion

Written Answer

Flowchart

Storyboard

Progress

Develop Video

Final/Product

The Project-Based Learning Final Score

2.1.5 Theoretical Framework

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CHAPTER III

RESEARCH METHOD

In this chapter, it consisted of research methodology which included research design, population and sample, data collecting techniques, data analysis, instrument, validity and reliability, data analysis techniques, and data indicator.

3.1. Research Design

According to Martono (2010) quantitative research is defined as the most objective source of the knowledge. Furthermore, the research of quantitative method that used in this research was secondary data analysis. This secondary data analysis would be obtained by collecting data in the form of numbers, the data in the form of words, or the sentences that were converted into data that shaped figure (Martono, 2010). In secondary data analysis, the researcher collected the students' score from the lecturer. Specifically, the data would be taken from listening and speaking for occupational purpose coourse.

Martono (2010) explains that secondary data analysis is a quite mature research data, which can be obtained on a particular institution. In addition, the source of, the secondary data analysis used the documents that could be taken from a particular institution. (p.127-128).

3.2. Population and Sample

The population in this research was the students in the second semester of listening and speaking for occupational purpose course at PBI UII Yogyakarta. The total of the class in listening and speaking for occupational purpose were 3 classes: classes from class A, class B and class C. Each class consisted of 23-28 total students. In this research, researcher chose only class B because researcher took all populations as sample that were 28 students. The students was utilizing Project-Based Learning.

3.3 Data Collecting Techniques

In this discussion, the researcher used two types of data. The first data was taken from observing the project-based learning course. The second data was the student's score from project-based learning. The researcher took the score from the lecturer

Meanwhile, quantitative data were in the forms of the students' scores from secondary data analysis. The data was collected by using:

a) Observation;

b) Students' score from project-based learning. The students' score took from final examination at the end of semester.

Data collecting techniques was conducted from March to May 2016 in PBI UII Yogyakarta.

3.3.1.Instrument

The researcher used two instruments which were observation sheets and video assessment. The first instrument was observation sheets which derived from observing listening and speaking course for occupational purpose. It took five observations to gain the data from the course. The first observation focused on students' group, the second observation focused on class discussion, the third observation was project-based learning techniques, the fourth observation was the content of video in project-based learning, and the last one was the progress of creating video by the students.

However, the researcher observed the class first, and then took the score sheet. The second instrument was instrument was video assessment. This video was the result of project-based task that the lecturer gave to the students. At the end of the task, the lecturer scored the video then the researcher took that score as the data. The students' score was the data to be analyzed, while the observation was the additional data.

Table B.1. *Assessment Sheet Video Products*

Table 1 Assessment Sheet Video Products		
No	**Component**	**Maximal Score**
1	Story Board	20
2	Use of Resources and Note Taking	15
3	Content/ Organization	25
4	Introduction	20
5	Video Editing	15
6	Timing	5

To utilize these assessment sheet, each group of students score other groups respectively. For example the first group would assess the second group and vice versa. This grading system promoted an objective assessment in order to prevent personal judgment. In addition, personal self assessment and observation sheets were as the suplemental data.

3.3.1.1. Validity and Reliability of Instruments

Validity and reliability directly referred to the instrument was being established by the lecturer. Overall, this instrument was already valid. The researcher did not conduct any validity and reliability process, because the researcher did not design any test. All data came from the lecturer. So that researcher analyzed the students' score based on the instrument given by the lecturer.

3.4. Analysis Data Techniques

In this research, The researcher used distribution frequency analysis (Arikunto, 2006). The researcher analyzed the students score from the lecturer. The lecturer assessed students' score based on the standard achievement from UII (Islamic University of Indonesia).

The standard achievement use as follow:

Table B.2. *The standard achievement from UII*

Category	Score
A	85-100
A-	80-84
A/B	75-79
B+	70-74
B	65-69
B-	60-64
B/C	55-59
C+	50-54
C	45-49
C-	40-44
C/D	35-39
D+	30-34
D	25-29
E	0-24
F	Automatically if the attendance is less than 75%

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Findings

This chapter presents the findings of the research which was conducted from March 21st, 2016 to May 31st, 2016. The findings are as, follows: The first, the process of select the materials; the mechanisms of each group to sorting out the materials correspond with the available theme. The theme was provided by the lecturer and students chose the topic of the theme randomly. Below were the selected theme:

Teacher Behavior in General; Interaction between Teacher and Students; How to Deliver Instructional Material?; Managing Exercise and Activity; How using Classroom Creatively or Effectively?; How to developing Academic and Thinking Skill? . After dividing the group title, the lecturer asked students to make the content of project-based learning which was designing the first draft of video.

The second was the process of designing video. In this process, students prepared various tools in order to design the animation. By a group discussion, students talked about the designing which consisted of flowchart and story board. Utilizing flowchart and storyboard would maximize the appropriate quality of a video and at the same time boosted the creativity of each group.

The third was developing project-based learning video. This task required students to add a video design regarding to the implementation of listening and speaking course. The implementation of listening and speaking courses, especially; in this task was to design a video, the students implement listening and speaking courses in their video design. Example: some groups was perform as a listener in the listening practice and one group was perform as speaker in speaking practice. In this context, Listening and speaking were related to each other.

The fourth, the evaluation of the final project-based learning and video editing. The evaluation :

Table C.1. *Quantification of the evaluation project-based learning*

ITEM NUMBER	STATEMENT	QUANTIFICATION	TOTAL
1.	Project-based learning group.	1st, 2nd, 3rd, 4th, 5th, 6th	6
2.	Storyboard.	18, 16, 14, 18, 15, 15	96
3.	Student engagement of note taking.	10, 11, 10, 11, 10, 11	63
4.	Students responses.	81	81

The group that got A- were 1st group and 4th group, they were great in parts content/organization and Storyboard. The group that got the category A/B is the 2nd group, they were good at the component content/organization and Storyboard. The group that got the category B+ is from 3rd group and 6th group. Group 3 good components of the content/organization, Storyboard and Introduction. 6th group was great group in the component of Introduction and content/organization. The group that got a B was a group of 5th They were good in parts content /organization and Storyboard.

4.2. Discussion

4.2.1. The Needs Analysis of Description.

This analysis needs were conducted to indentify the students' group and students' activity in project-based learning. The students' group consisted of six different groups. Below were the analysis based on students' group based on the score category, students score classification, description of the students' score, and the analysis of the group ability. The activities to design a video, the students was prepare video equipment, the students was prepare drawings, the students was create a storyboard, the students was prepare while selectively the appropriate flowchart that would be used by each group.

1) The Score Category in Video Design.

Table C.2. *Score Group (Eminent Data)*

Group	1	2	3	4	5	6	
Story Board	18	16	14	18	15	15	
Use of Resources and Note Taking	10	11	10	11	10	11	
Content/ Organization	21	18	17	22	16	16	
Introduction	15	15	14	14	13	17	
Video Editing	13	12	12	13	11	11	
Timing	4	3	3	3	3	3	
Total Score Group	81	75	70	81	68	73	
Total							448
Average							74.67

Table C.3. *Assessment Grading*

Taking Point Note	Score	Category
Highest Score	81	A-
Average Score	75	A/B
Low Score	68	B

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Viewed from the table above, there are 3 groups that received the score of about 70, there are 2 groups that got about 80, and one group received 60. In conclusion, these values categorized as the good category. Although there few score, but the few score, it covered with good grades.

All students' ability in developing project-based learning have been good which was around 74.67 score. It based on the standard score of UII. Consequently, their ability have category B +.

Based on an analysis of each group, there are only two groups that score category A- and one group that category A/B. Meanwhile others are still not maximal, that makes the average score of the students was low. Because, some groups received ordinary score, the other two groups are "good". So when the score was averaged by researcher, the groups only got the score category B +.

Overall they got category B+. Thus, reasonable when they averaged only got the score category B+. In addition, based on 6th group, the percentage of the groups was "good" from ordinary group the students categories was more ordinary group than "good category".

2) Students Score Classification.

Based on the category of scores above, none of the group achieved the highest score. On the previous scale, one of the student group obtained 80 as the highest score. In fact, UII chart of score covered 85 - 100 as the highest range. This situation proves that the development of project-based learning for listening and speaking for occupational course needed an improvement later on in order to maximize the learning environment as well as students' score."

3) The Description of The Score Group Project-Based Learning

Table C.4. *The Main Data of Score Group*

	GROUP	1	2	3	4	5	6
Component							
Story Board		18	16	14	18	15	15
Use of Resources and Note Taking		10	11	10	11	10	11
Content/ Organization		21	18	17	22	16	16
Introduction		15	15	14	14	13	17
Video Editing		13	12	12	13	11	11

Timing		4	3	3	3	3	3
TOTAL		81	75	70	81	68	73

To establish the average score of project-based learning on designing video, the lecturer used the six components. Therefore, based on the component above the researcher calculated the score from all of students' group.

Description :

$$\sum \text{score average group} = \frac{\sum groups'\, score}{\sum group}$$

$$= \frac{81+75+70+81+68+73}{6}$$

$$= \frac{448}{6}$$

$$= 74,67$$

The description above showed that the students in designing video on project-based learning of listening and speaking for occupational purpose course achieved the good average score. Even if it was average but the score could be categorized in the scale of UII score. Furthermore, the average score could create an indication of better score in the future.

4) The Result of Students' Ability in Category

These groups below were divided into two categories. The first group which was group 1 and group 4 gained A-. Meanwhile in the second group which was group 2, 3, 5 and 6 gained B / B+ as their score. Below was the detail of the categories.

Table C.5. *The analysis of students' ability in categories groups.*

GROUP	SCORE	CATEGORY
1st GROUP	81	A-
2nd GROUP	75	A/B
3rd GROUP	70	B+
4th GROUP	81	A-
5th GROUP	68	B
6th GROUP	73	B+

5) The Result of Student Participation

During using the class observation, the researchers found that the students were mostly inactive in speaking. The students were deficient in listening and speaking, and they did not have the initiative to practice listening and speaking in Occupational Course, a subject studied in PBI UII Yogyakarta. The students only followed the lecturer instructions to practice listening and speaking course. Thus, the students were given the task by the lecturer to design flowchart and storyboard in form of the qualified video to carry out their project-based learning task. The task of project-based learning technique is to develop video. By utilizing the video, the students became more active in speaking and listening. The project-based learning requires coordination, action, video instrumentation, and preparation to design the flowchart and storyboard. The result of student passiveness made the student become more active in listening and speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

Chapter V presents two subchapters. These subchapters covers conclusion and suggestions towards students at PBI UII, English lecturer, material developers and other researchers. The description of each part was presented as below.

5.1. Conclusion.

This research focused on project-based learning in implementation listening and speaking for occupational purposes course at 2nd Semester of PBI UII Yogyakarta in Academic Year 2015/2016 through the use project-based learning on video as the multimedia while utilize flowchart and storyboard. Identically, to the findings presented in chapter IV turns out, project-based learning can help the students but project-based learning require "good planner, good communicator and good collaborator". Because, the ability of each group were different. Thus project-based learning should be able to bridge all the differences of the students' group character and competencies that exists a within the student.

As stated based on the results of the study, it can be concluded that project-based learning application was believed to encourage and improve the students' skills. Because, project-based learning was great to improve student learning opportunities. Besides, project-based learning was the crucial solution to enhance the students have more opportunity in learning integrated listening and speaking skills. The skills was the implementation listening and speaking for occupational purposes course. In this implementation skills was successfully.

The implementation of listening and speaking courses was implemented the material by the students class B. The materials provided in form of the task were very enhance and useful for the students during designing animations, developing video in utilize flowchart and story board, and learning process of integrated listening and speaking courses. The task was accompanied with the various materials. The materials on project-based learning could support the students learning process of the integrated listening and speaking skills effectively and successfully. It only focused on the use of project-based learning application.

The project-based learning application and the students' activities could improve the students' learning process in integrated listening and speaking courses. Besides, the students become more creative and active in learning integrated listening and speaking for occupational purpose course. It can be seen from the result of the students' ability at language laboratory in the use of observation sheets and video assessment. There were obtainable in the students' score from the categorized.

Based on the categorized, there were two groups who received up to 80, three groups received up to 70, and one group received up to 60. Overall, the students' group who received very good score could implement project-based learning well, utilize great development video strategy, the such as: flowcharts, storyboard, pictures, colors, animation, voice, text, and other tool related video as the multimedia. The result of the quantitative research, especially secondary data analysis showed that project-based learning was important to enhance and improve the students skills in implementation integrated listening and speaking skills.

5.2. Suggestion

In this research, there are some suggestions that offered for English lecturer, students at PBI UII, and other researcher.

1. **For English lecturers**

   For the English lecturers, For English lecturers, particularly at PBI UII, should focus assessment on the following matters as; creativity assessment, content assessment, and grammar assessment. The lecturer have to provide sample video for the students. Because, the students of second semester at PBI UII students need to have an example of the video made by the lecturers in order that students understood the sample and standard expected.

2. **For students at second semester of PBI UII**

   For the students, it is crucial to the students to always attempt developing multimedia and practice learning English language in integrated skills, especially, integrated listening and speaking skills. They should not only practice listening and speaking for communication in English language courses, but also should practice and more creative in design multimedia independently. In this project, the implementation of project-based learning on develop video the students should not only develop video in the groups, but also should develop video both of two manner in implementation of project-based learning, between individuals and groups to improve the quality product of project-based learning in the future.

3. For Other Researchers

For other researchers, the project-based-learning was full of ideas, so the material should be more creative. Project-based learning should have a lot of ideas, especially, project-based learning is implemented in individualize. Project-based learning need more preparation, if the other researcher want to take project-based learning. The great preparation before the implementation of the multimedia, video, the course material, and project-based learning are require to other researcher that will implement the same studies. The other researchers can prepare things specifically in learning English courses focus on integrated skills, look like: designing theme and material course of project-based learning, designing pictures related learning education, grouping technique, individual technique, providing rich media, providing of the video for example: (*analog video, the video tape, videodisk, hyper video, video streaming, video conference in distance learning, video broadcasting and so forth),* choosing appropriate animation, managing time, and checking the media.

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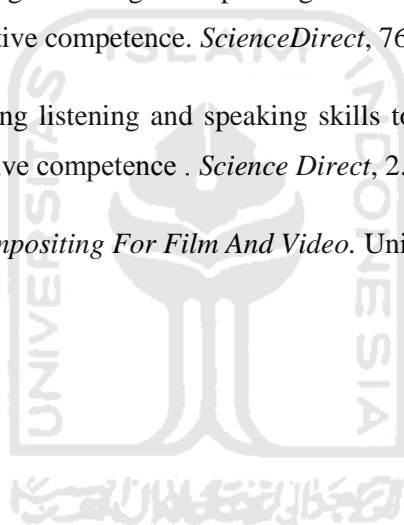
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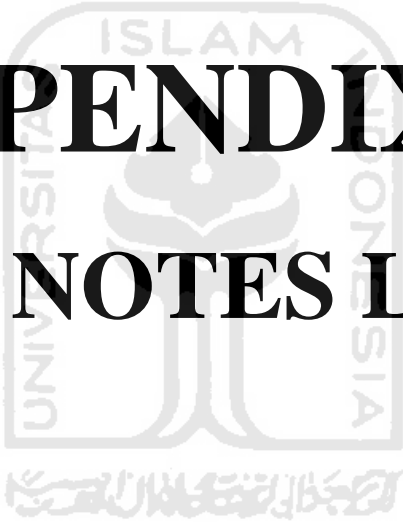
COURSE GRID LISFOP
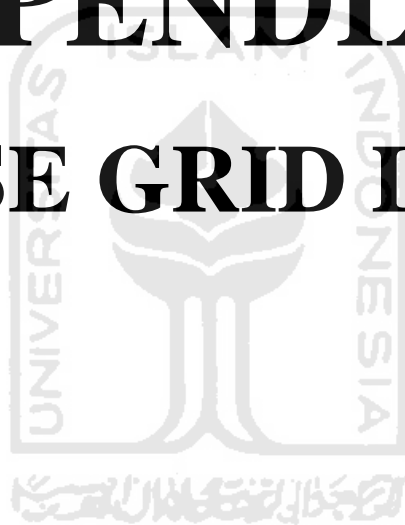
APPENDIX 2
LESSON PLAN LISFOP

APPENDIX 3
FIELD NOTES LISFOP

APPENDIX 4

ATTENDANCE LISFOP
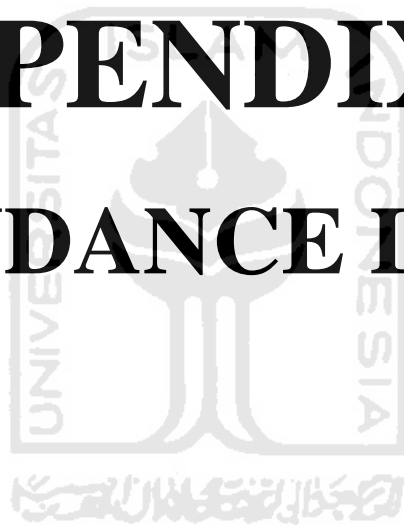
APPENDIX 5

THE STUDENTS' SCORES LISFOP
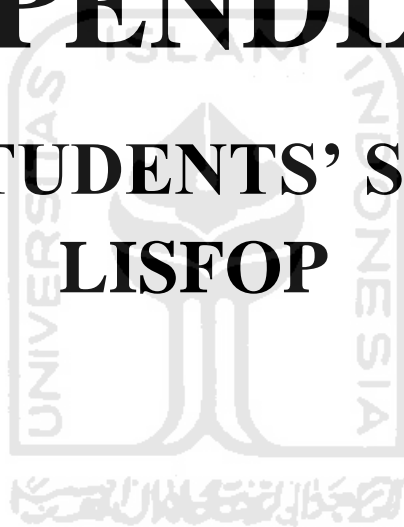
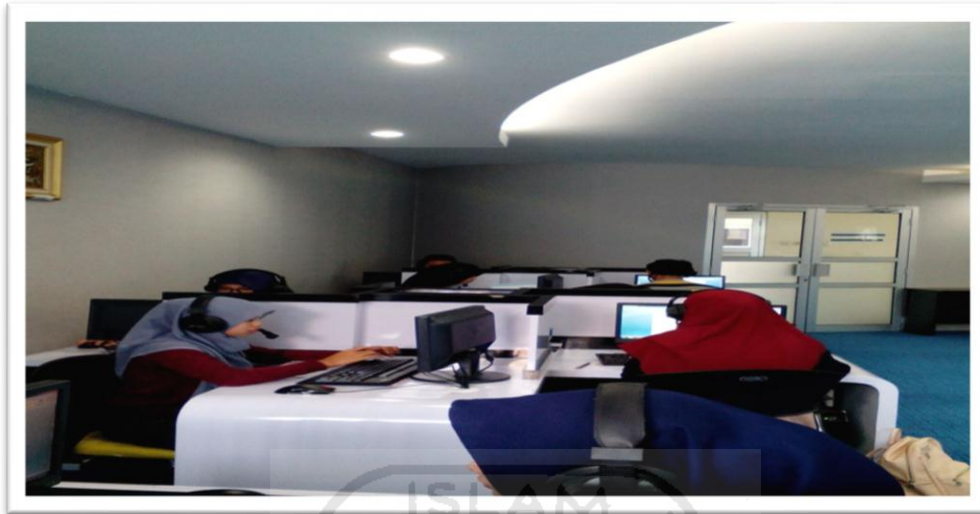# APPENDIX 6
PHOTOGRAPH
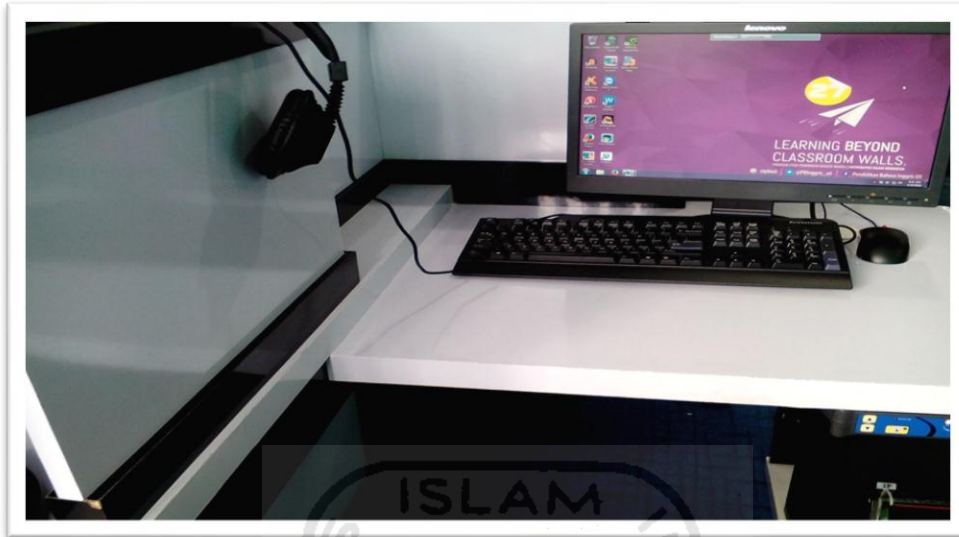
Computer at Language Laboratory PBI UII

Design Material and Pictures
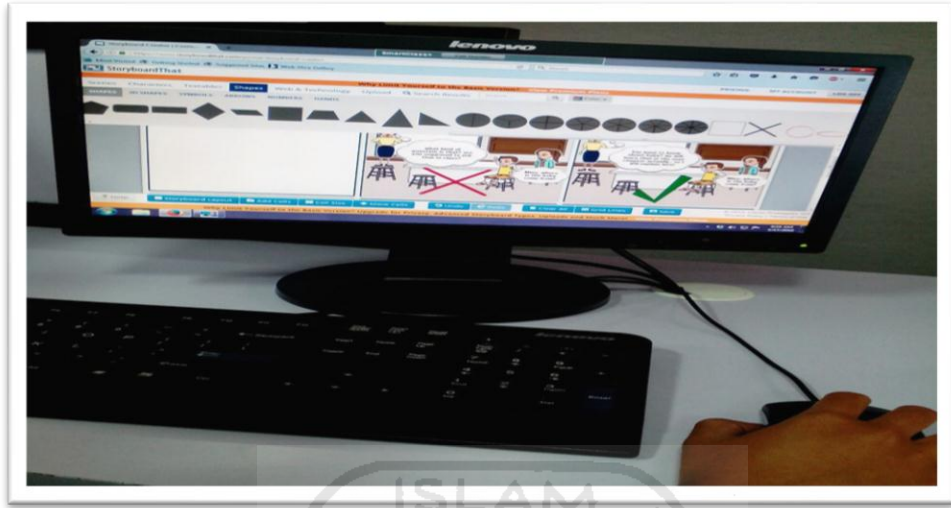
Flowchart and Storyboard Picture
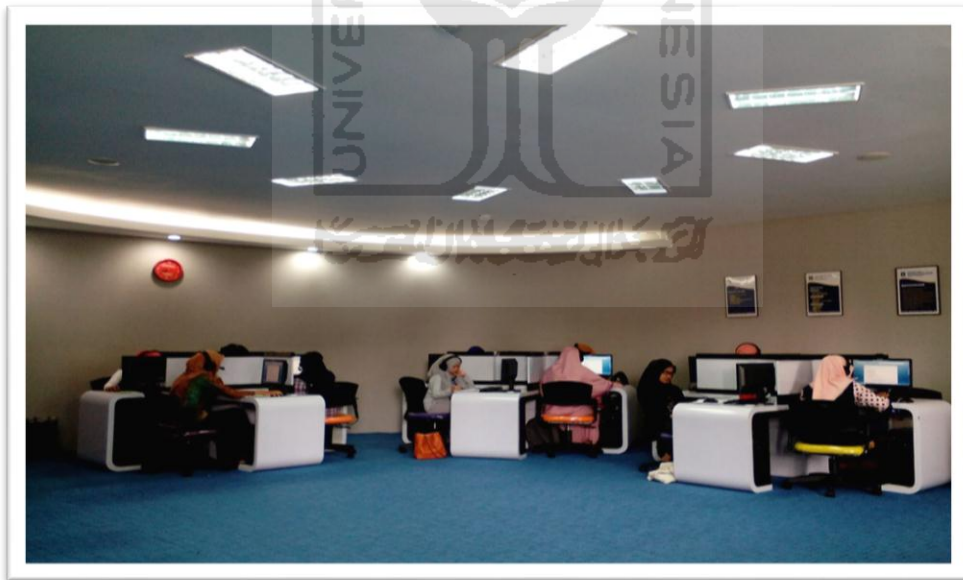
Practice Listening and Speaking 1

Practice Listening and Speaking 2

Discuss "How to Design Video" at Language Laboratory
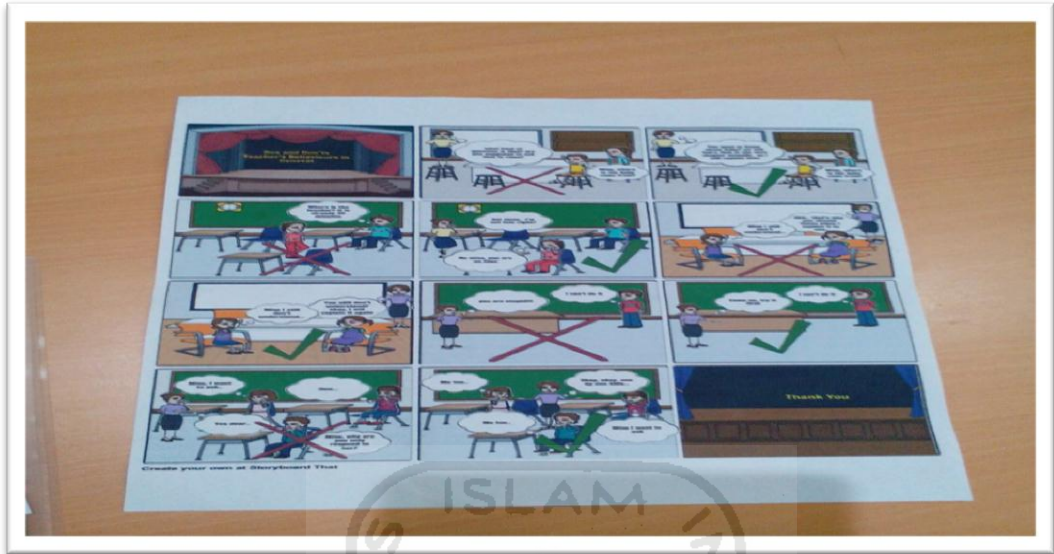
1st GROUP PAPER

Plan Flowchart

Plan Flowchart and Storyboard

Video Programme

Video Programme

Video Programme

Video Programme

Video Programme

Video Programme

Video Reference
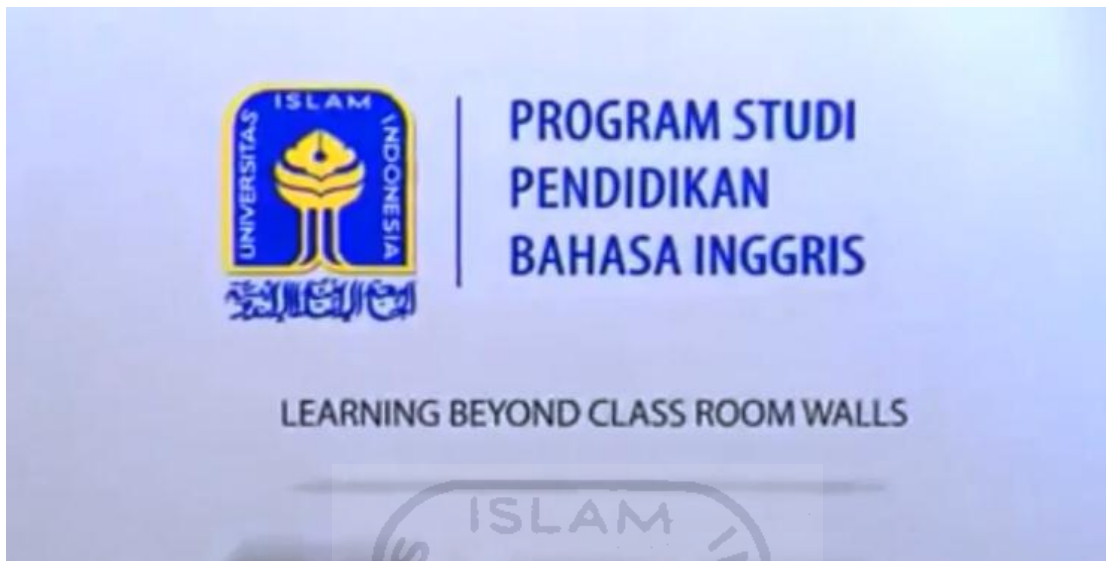
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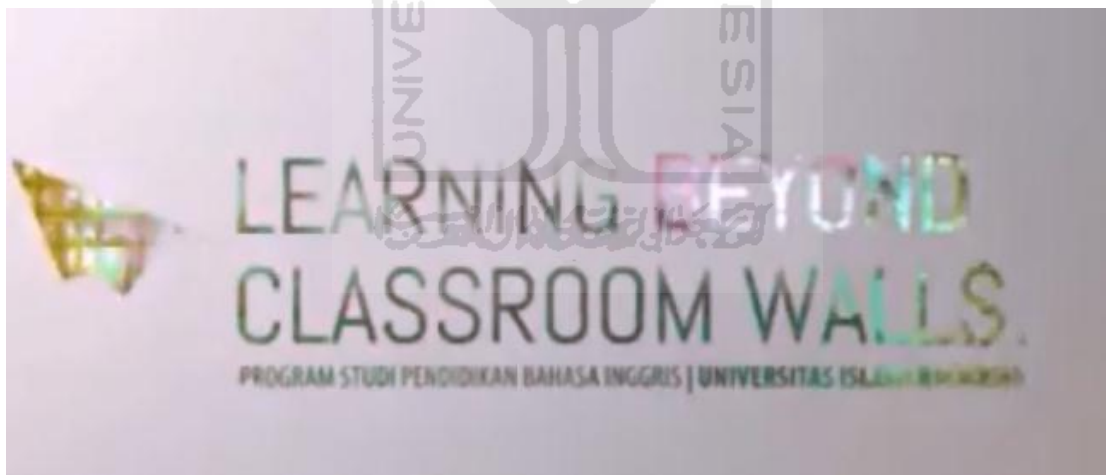
Video Programme

Video Programme

Video Programme

Video Programme

Camera man & Editor
Samsul Rizal

Thank to
All Crew

Refernece
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Video Programme

English Education Department
Universitas Islam Indonesia

Video Programme

Proudly present

Video Programme

How to Choose Instructional Material

Stark, J. S., & Lattuca, L. R. (1997).
Shaping the college curriculum: Academic plans in action.
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Shaping the college curriculum: Academic plans in action.

GIVING CORRECTIVE FEEDBACK

Video Programme

Director & narator : Ari

editor : Dewi SA

cast : Khoirrina nf
Cahyani DR
Fitri...

Behind

Thank You