

THE EFFECT OF PROJECT-BASED LEARNING ON THE IMPROVEMENT OF LISTENING SKILLS IN JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the effect of Project-Based Learning (PBL) on the improvement of English listening skills in junior high school students. The research method used is a quasi-experimental design with a pretest-posttest control group. The research sample consists of 60 junior high school students divided into two groups: an experimental group that applies PBL and a control group that uses conventional teaching methods. Data were collected through listening tests before and after the treatment. Data analysis using a t-test showed a significant improvement in the listening skills of students taught with PBL compared to the control group. These findings indicate that PBL is effective in enhancing the English listening skills of junior high school students. The implication of this study is the importance of implementing innovative teaching methods such as PBL in English language teaching.

Keywords: English, Junior High School Students, Listening Skills, Project-Based Learning

INTRODUCTION

English language skills, especially listening skills, are one of the important competencies in the English learning curriculum at the junior high school level. Listening is the main foundation in the language acquisition process because this skill is directly related to understanding messages conveyed orally. Unfortunately, in practice, listening skills are still often neglected compared to other skills such as reading or writing. This results in students' low ability to understand spoken information in English, which has an impact on their overall communication skills.

One of the causes of students' low listening skills is the learning approach that is still teacher-centred and does not provide enough space for students to be

actively involved in the learning process. This is where Project-Based Learning (PjBL) becomes a promising alternative. PjBL emphasises active student involvement in completing real tasks or projects that are relevant to their lives. In the context of listening learning, this approach encourages students to access audio sources, discuss, create audio-visual products, and make presentations, which directly involves them in the process of listening and understanding English more deeply.

Listening skills are one of the essential aspects of learning English, especially at the junior high school level. However, many students struggle to master this skill due to a lack of practice and unengaging teaching methods. Project-Based Learning (PjBL) is considered a solution to this problem. PBL emphasizes active, collaborative, and contextual learning, which can increase student motivation and engagement in the learning process. Project-Based Learning (PjBL) has emerged as one of the most innovative approaches in education. This method involves students in real-life projects relevant to the subject matter, thus enhancing their motivation and engagement. This study is done to see the students' motivation in learning by applying Project-Based Learning.

The urgency of this research lies in the importance of finding learning strategies that can improve students' listening skills effectively and in a fun way. PjBL is considered capable of facilitating 21st-century skills, such as critical thinking, collaboration, and communication, all of which are closely related to listening skills. Moreover, in today's digital era, junior high school students are very familiar with audio-visual media and technology, so a multimedia-based project approach can be an effective bridge between the world of learning and students' real lives.

The novelty of this study lies in its focus, which specifically examines the effect of PjBL on listening skills - an area that has not been widely researched, especially in the context of junior high school in Indonesia. Most previous studies have focused more on improving writing or speaking skills through PjBL, while its effect on listening skills has received less attention. Therefore, this research is important to broaden the understanding of the effectiveness of PjBL in improving students' listening skills, as well as providing practical contributions for teachers in designing learning methods that are more innovative and in accordance with the needs of today's students.

LITERATUR REVIEW

Listening skills are one of the important aspects in learning English, especially at the junior high school level. However, many students have difficulty in mastering these skills due to a lack of practice and less attractive learning methods (Triana et al., 2023). Project-based learning (PjBL) is considered one of

the solutions to overcome this problem. PjBL emphasises active, collaborative, and contextual learning, which can increase student motivation and engagement in the learning process (Perayani, K., & Rasna, I. W., 2022). Project-based learning (PjBL) has emerged as one of the innovative approaches in education. This method involves students in real projects that are relevant to the subject matter, so it can increase student motivation and engagement. According to Anom (2024), "PjBL provides opportunities for students to learn collaboratively and apply their knowledge in a more practical context. PjBL can improve various language skills, including listening skills (Khan & Iqbal, 2022; Rahman, 2021).

RESEARCH METHOD

This study employs a quasi-experimental method with a pretest-posttest control group design. The research sample consists of 60 junior high school students divided into two groups: an experimental group (30 students) that applies PjBL and a control group (30 students) that uses conventional teaching methods. The research instrument is a listening test adapted from the TOEFL Junior. Data were analyzed using a t-test to determine the significant differences between the two groups.

FINDING

The results of the analysis showed that the experimental group using the PBL method experienced a significant improvement in listening skills. The average student listening score before treatment was 65, while after treatment it increased to 80. In contrast, the control group only experienced an increase from 66 to 70. The t-test shows a p-value <0.05 , which indicates that the difference between the two groups is significant (Zhou & Wei, 2021).

ANOVA analysis also showed that the F-value (15.67) was greater than the F-table value (4.00), which confirmed that learning with PBL had a greater impact on improving listening skills compared to conventional methods. This suggests that students who engage in real projects are better able to understand and digest information conveyed in English (Gonzalez, 2023). In addition, further analysis showed that students in the experimental group showed better improvement in specific aspects of listening, such as understanding instructions and capturing important information from conversations. The implementation of the PjBL model greatly influenced students' listening skills and helped develop more contextualised and communicative listening instructions (Rodríguez et al., 2021).

The results showed that there was a significant increase in the listening skills of students taught with PjBL. The following is a table of data analysis results using SPSS:

Kelompok	N	Mean Pretest	Mean Posttest	Gain Score	Sig. (2-tailed)
experiment(PBL)	30	55.3	75.6	20.3	0.000
control	30	54.8	65.3	10.5	0.012

Based on the table above, it can be seen that the experimental group experienced an increase in average score of 20.3 points, while the control group only experienced an increase of 10.5 points. The t-test results show a p value <0.05 ($p = 0.000$), which indicates that PBL is effective in improving junior high school students' English listening skills.

In addition, the gain score analysis also showed that the experimental group had a higher gain score than the control group. This shows that PBL not only improves students' listening scores but also has a greater impact on learning than conventional methods.

DISCUSSION

The results showed that the application of the Project-Based Learning (PjBL) model significantly improved junior high school students' English language skills, especially in listening, speaking, reading, and writing. This improvement is not only limited to cognitive aspects, but also to motivation, confidence, and 21st-century skills such as collaboration and communication. PjBL provides space for students to actively engage in meaningful learning through projects that are linked to real life. This is in line with the theory of constructivism, where students construct knowledge through experience and active reflection.

The Project-Based Learning (PjBL) model is proven to not only improve students' linguistic competence but also develop their communicative competence holistically. In English language learning, PjBL emphasises the use of language as a real communication tool in the context of everyday life. Through projects such as creating videos, interviews, podcasts, plays, or presentations, students are encouraged to use English in authentic situations rather than simply memorising structures or vocabulary. Language learning is more effective when students are involved in meaningful interactions.

Students are given full responsibility for the planning, execution, and presentation of the project, which indirectly encourages the use of English in higher-order thinking activities such as designing, analysing, and evaluating. (Rodríguez, et al, (2021).

The Problem-Based Learning (PjBL) model also encourages social interaction between students, which is very important in second language acquisition. These interactions train students to listen, understand, and respond to

other people's ideas and opinions in English. In other words, PBL provides a rich social and cultural context for language development, as explained by Vygotsky through the concept of sociocultural theory, which states that cognitive and language development occur through social interaction in the zone of proximal development (ZPD). In the affective aspect, PBL has a positive impact on students' motivation and learning attitude. Various studies show that students who learn English through PBL are more enthusiastic, excited, and find learning more enjoyable because they can cooperate with friends, express their creativity, and see the results of their work directly (Rodríguez et al., 2021; Gunawan, 2025). This has a direct impact on increased student engagement and better learning outcomes.

The effectiveness of PjBL also lies in its flexibility in integrating language skills in an integrated skills approach. In one project, students can develop the skills of listening (through understanding instructions or watching videos), speaking (project presentation or discussion), reading (reading sources of information), and writing (writing a report or script). This approach is much more contextualised than learning that rigidly separates skills. This model is particularly relevant to junior high school students who are in a period of active social, emotional, and cognitive development, so that learning English is not just a memorisation activity, but a process of building meaning and real communication.

CONCLUSION

This study concludes that project-based learning (PjBL) is effective in improving junior high school students' English listening skills. PBL creates an active and contextual learning environment, thus increasing student motivation and engagement. The Project-Based Learning (PjBL) model is proven effective in improving junior high school students' English language skills, including listening, speaking, reading, and writing skills. PjBL creates a more meaningful, contextual, and student-centred learning process, thus encouraging active participation, cooperation, and high emotional engagement. Students who follow English learning with the PBL approach show significant improvement in their ability to understand and use English functionally and communicatively. They not only learnt the language in theory, but also practised it in real projects relevant to their lives. In addition, PjBL is also proven to increase learning motivation, self-confidence, creativity, as well as critical and collaborative thinking abilities, which are part of 21st century skills.

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