

ABSTRACT

Arista, Veronika Yesi. (2019). *Students' Perceptions on the Implementation of Project-Based Learning in Critical Listening and Speaking 2 Class*. Yogyakarta: English Language Education Study Program. Sanata Dharma University.

In 21st Century Learning, class activity is designed to obtain students' capability by using 4C (critical thinking, creativity, collaboration, and communication). 4C can be developed well by implementing project-based learning because it can support the students to be critical, creative, collaborative, and able to overcome some problems through the provided project. The last, the students are expected to be able to present their work well in front of the public.

This research focused on two research questions. They were (1) How is Project-Based Learning implemented in Critical Listening and Speaking 2 Class? and (2) What are students' perceptions on the implementation of Project-Based Learning in Critical Listening and Speaking 2 Class?

The researcher used case study method. It was aimed to explore the respondents' perceptions in the learning process that implemented project-based learning. The participants of this research were the students from Critical Listening and Speaking 2 class F of English Language Education Study Program of Sanata Dharma University. The researcher used some instruments, namely class observation sheet, questionnaire, and interviews.

Based on the data analysis, the result of this research showed that project-based learning implemented in Critical Listening and Speaking 2 class F could encourage the students to develop their speaking skills. The activities involved the students to take part actively in group discussion. They were more explorative, whereas the lecturer facilitated, guided, and monitored students' activities. The researcher found that 94,90% of the students had positive perception and 5,10% others had negative perception on the implementation of project-based learning in Critical Listening and Speaking 2.

Finally, in this research, project-based learning approach was able to support the students to develop their speaking skills and encourage them through collaborative work. Therefore, project-based learning can be applied as one of the approaches in the class regarding to the class needs.

Keywords: project-based learning, case study, perception, speaking skill

ABSTRAK

Arista, Veronika Yesi. (2019). *Students' Perceptions on the Implementation of Project-Based Learning in Critical Listening and Speaking 2 Class*. Yogyakarta: Pendidikan Bahasa Inggris. Universitas Sanata Dharma.

Dalam pembelajaran abad ke-21, aktivitas kelas dirancang supaya peserta didik mampu memenuhi poin 4C (*Critical thinking, Creativity, Collaboration, and Communication*). 4C dapat dikembangkan dengan mengimplementasikan pembelajaran berbasis proyek sebab metode ini dianggap mampu mendukung peserta didik menjadi kritis, kreatif, kolaboratif, dan mampu memecahkan masalah melalui proyek yang diberikan. Selain itu, peserta didik diharapkan mampu mempresentasikan hasil kerjanya di depan publik.

Penelitian ini fokus pada investigasi dua rumusan masalah. Rumusan masalah tersebut adalah: (1) Bagaimana pengimplementasian pembelajaran berbasis proyek di kelas *Critical Listening and Speaking 2*? serta (2) Apakah persepsi mahasiswa terhadap pengimplementasian pembelajaran berbasis proyek di kelas *Critical Listening and Speaking 2*?

Peneliti menggunakan studi kasus dalam penelitian ini. Studi kasus digunakan untuk mengetahui persepsi responden di kelas yang mengimplementasikan pembelajaran berbasis proyek. Responden penelitian adalah mahasiswa *Critical Listening and Speaking 2* kelas F, Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Peneliti menggunakan beberapa instrumen penelitian yaitu lembar observasi kelas, kuisioner, dan wawancara.

Berdasarkan analisis data, hasil penelitian menunjukkan bahwa pembelajaran berbasis proyek yang diimplementasikan di kelas *Critical Listening and Speaking 2* mampu mendukung perkembangan kemampuan berbicara siswa. Aktivitas pembelajaran menekankan siswa untuk praktek berbicara secara aktif di dalam diskusi kelompok. Mahasiswa menjadi lebih eksploratif, sedangkan dosen bertugas untuk memfasilitasi, membimbing, dan mengawasi kegiatan mahasiswa. Peneliti menemukan bahwa 94,90% mahasiswa memiliki persepsi positif dan 5,10% sisanya memiliki persepsi negatif terhadap pengimplementasian pembelajaran berbasis proyek di kelas *Critical Listening and Speaking 2*.

Dalam penelitian ini, pembelajaran berbasis proyek mampu mendukung mahasiswa untuk meningkatkan kemampuan berbicara dan kemampuan bekerja di dalam kelompok. Oleh karena itu, pembelajaran berbasis proyek dapat diterapkan di kelas dengan mempertimbangkan kebutuhan kelas.

Keywords: project-based learning, case study, perception, speaking skill