

Implementing Project Based Learning to Optimize Listening C1 Level CEFR-Bands

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Abstract. Unfortunately PBL implementation in listening is only researched in general aspect of level education. The specific level for PBL is still less to be analyzed. But now this paper will provide a research about PBL in listening for C1 level or master degree program. Hence, this research aims at optimizing listening C1 level CEFR-bands through PBL by analyzing the existing listening C1 Project Based Learning from English Language Education Study Program. Classroom observation is used as the methodology of this study. The data are gathered from teaching listening activities, lesson plan, and students' worksheet. Observation, assignment project test, and literature review are the instrument of this study. The finding shows PBL involves problem solving skills to find the way students get the solution for answering the question. The main point in PBL to improve and optimize listening C1 is self-assessment, self-weakness, self-improvement, and solution.

Keywords: PBL, Listening, CEFR, C1 level students, ELESP

1 Introduction

Recently, teaching method has significantly develop in the 21st century era. There are various methods that can be implemented by teacher in class, particularly Project-Based Learning (PBL). Project-Based Learning is regarded as a promising approach for improving student learning in higher education.¹ Briefly, Project-Based Learning is well-known as a powerful strategy for learning new things and remembering them for a long time.² PBL in higher education is used as an approach to develop students' learning abilities, one of which is listening. Previous research has established that 86.6 percent of students can accept PBL, 78.3 percent of students can actively try PBL, and 86.6 percent of students participated positively in the project's implementation and completion. This also demonstrates that by participating in the project of a college English listening and speaking course, students can increase their interest and initiative

¹ Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102, 101586. <https://doi.org/10.1016/J.IJER.2020.101586>

² Oktavyana, A., & Drivoka Sulistyaningrum, S. (2022). *Model of project-based and cognitive competencies-infused learning in the grammar class of elesp*.

in English listening and speaking learning.³ In addition, expert has argued that PBL has been used as an instructional approach in a wide range of scenarios and with a wide range of populations, from primary students to postgraduate students.⁴ The studies have concentrated on general effects such as motivation, autonomy, and collaboration, as well as student experiences such as satisfaction, perceptions, and efforts. However, there is little information about optimizing listening C1 level through a Project-Based Learning approach for master degree students.

This problem has more significant concern to be discovered. There are some reasons that PBL is important for optimizing listening C1 level. The reasons are related with the advantages of PBL. First, PBL can help students develop their creativity, internal motivation and interest, responsibility, interpersonal communication skills, social skills, cooperation, and problem-solving abilities.⁵ In line with that, Stein through Pham (2018) said that it has been identified by learners as important for living successful lives that project work incorporates collaborative team work, problem solving, negotiating and other interpersonal skills.⁶ As Thomas added in Pham (2018) as well, students will allow to work relatively autonomously over extended periods of time and culminating in realistic products or presentations.⁷

Second, PBL supports world issue. PBL facilitates the transition from disciplinary to authentic life. It enables students to acquire field of study competence.⁸ Then, Condliffe (2017) had highlighted the fact that the subject matter or topic of a PBL approach should be authentic and relevant to real-world issues.⁹ That means PBL makes students not only understand the school material but also aware of the surrounding environment. That means PBL can be adjusted into any topics of learning.

Third, PBL integrates with technology. Most students today are accustomed to using digital technology in their schoolwork. Students in project-based learning can use their technological skills to participate in learning activities and learn more than just language skills.¹⁰ Several studies have found that integrating technology into the PBL learning environment is critical for teachers who use the PBL approach.¹¹ More than that, Almulla (2020) has carried out the finding of the study demonstrated that a disciplinary, participatory PBL approach encourages students'

³ Gao, Y. (2021). Study of Project-based Language Learning and Instruction (PBLI) in College English Listening and Speaking Course from the Perspective of Ideological and Political Education. *International Journal of Social Science and Education Research*, 4. [https://doi.org/10.6918/IJOSSER.202112_4\(12\).0054](https://doi.org/10.6918/IJOSSER.202112_4(12).0054)

⁴ Wang, S. (2020). Project-based Language Learning in China: A Literature Review. *Journal of Language Teaching and Research*, 11(1), 66. <https://doi.org/10.17507/jltr.1101.08>

⁵ Shin, M.-H. (2018). Effects of Project-based Learning on Students' Motivation and Self-efficacy. *English Teaching*, 73(1), 95114. <https://doi.org/10.15858/engtea.73.1.201803.95>

⁶ Pham, T., Kyong Kim, M., & Duc Thuan, P. (2018). *Project-Based Learning From Theory to EFL Classroom Practice Related papers Project-Based Learning Experience in the Const ruct ion of Inter cultural Knowledge PROJECT-BASED LEARNING: FROM THEORY TO EFL CLASSROOM PRACTICE*.

⁷ Pham, Loc.Cit.

⁸ Kavlu, A. (2017). Implementation of Project Based Learning (PBL) in EFL (English as a Foreign Language) Classrooms in Fezalar Educational Institutions (Iraq). *International Journal of Social Sciences & Educational Studies*, 4(2). <https://doi.org/10.23918/ijsses.v4i2sip67>

⁹ Condliffe, B., Quint, J., Visher, M. G., Bangser, M. R., Drohojowska, S., Saco, L., & Nelson, E. (2017). *Project-Based Learning A Literature Review Working Paper*. www.mdr.org.

¹⁰ Shin, Op.Cit.

¹¹ Condliffe, Op.Cit.

willingness to develop their information technology and collaborative skills and integrate them with science, thus validating previous work.¹²

Forth, PBL changes traditional learning. PBL is related with self-learning and student centered. Traditional learning is no longer friendly with that kind of student centered. Moreover, based on the 21st century, the main goals of education now are about cognitive knowledge and professional skill, project-based learning is one appealing way to achieve these goals.¹³ Nowadays, the learner-centered teaching principle and the importance of learner autonomy, collaborative learning, and task-based learning have been recognized by the second language/foreign language teaching community. Educators began to investigate project-based learning language teaching, incorporating it into language curriculum teaching in a variety of teaching settings.¹⁴

Last, PBL integrates the four language skills of speaking, listening, reading, and writing and necessitates the use of a variety of activities.¹⁵ The majority of them felt that the interdisciplinary project helped them improve their reading, writing, and speaking skills.¹⁶ This proves that not only soft skills can be formed through PBL but also language skills can be developed through PBL. But he added the finding that none of students stated that the PBL improved their listening skills.¹⁷ On the other hand, the findings of Simpson's study, which investigated whether PBL could improve students' English language skills, show that students improved their listening and speaking skills while using the PBL approach. The impact of collaborative learning on students' reading and writing development was also significant.¹⁸

Meanwhile, in China context, PBL was used in the English listening and speaking course to encourage students to connect their language skills to their content knowledge. The most intriguing finding regarding the project-based activity implementation was that the students found a balanced use of their language skills, knowledge about society, and majors in their project which the aspects of PBL influenced learner motivation.¹⁹ Move to southeast Asia in Malaysia, to better understand the listening through PBL implementation. The result is noted that the t-tests on the Listening Competency Test scores of the English language learners who were taught using the PBL teaching strategy is significantly outperformed those who were taught using the conventional teaching strategy at the end of the study.²⁰ It also has been argued that this finding reported improvements in learners' English language skills, including listening, following the implementation of PBL in English language classrooms.²¹

¹² Almulla, M. A. (2020). *The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning*. <https://doi.org/10.1177/2158244020938702>

¹³ Guo et al, Op.Cit.

¹⁴ Gao et al, Op.Cit

¹⁵ Pham, T., Kyong Kim, M., & Duc Thuan, P. (2018). *Project-Based Learning From Theory to EFL Classroom Practice Related papers Project-Based Learning Experience in the Const ruction of Inter cultural Knowledge PROJECT-BASED LEARNING: FROM THEORY TO EFL CLASSROOM PRACTICE*.

¹⁶ Poonpon, K. (2017). ENHANCING ENGLISH SKILLS THROUGH PROJECT-BASED LEARNING. In *The English Teacher: Vol. XL*.

¹⁷ Poonpon, Loc.Cit.

¹⁸ Kavlu, Op.Cit.

¹⁹ Wang, S. (2020). Project-based Language Learning in China: A Literature Review. *Journal of Language Teaching and Research*, 11(1), 66. <https://doi.org/10.17507/jltr.1101.08>

²⁰ Idayu, N., Bakar, A., & Razali, A. B. (2019). *Effectiveness of Project-Based Learning in Improving Listening Competency among ESL Learners at a Malaysian TVET College*.

²¹ Idayu, Loc.Cit.

Besides, in Indonesia, the use of PBL videos has a significant impact on improving listening comprehension skills. It implied that using project-based learning has a positive impact on students' listening comprehension skills.²² But, unfortunately PBL is only discussed in general for optimizing listening skills. Teaching listening at each level in the CEFR must have a different way. Through Yusnida (2017), according to the lecturers, they used a variety of strategies to teach listening.²³ The strategies cannot be generalized for all education level. Thus, specific strategies or model of learning has to be chosen in each level of study.

In addition, many researchers have previously conducted studies on optimizing listening skills that are integrated with PBL implementation, but the listening skill only focuses on general level, large community, general target learning, and specific country. Only a few researchers have investigated the optimization of listening C1 level skill through PBL implementation. In fact, PBL and C1 levels have strong interconnection which C1 is oriented towards proficient users. It means that the tasks undertaken are project-based and carried out independently. This is in line with PBL which has the principle of project-based and independent learning. Thus, PBL implementation at listening C1 level that integrated with master's degree program must be researched more. The research will be conducted in English Language Education Study Program. Because the generalization PBL is not relevant to be implemented for every level education, it should have differentiation implementation among education levels. Thus, PBL implementation in listening for bachelor degree will different with PBL listening for master degree. This gap prompted the researcher to conduct this study. Two research questions are developed in response to the previously stated problems: 1) To what extents are the existing listening C1 level CEFR implementation model? 2) How to optimize listening C1 level CEFR through PBL implementation?

The purpose of this study is to find out how PBL can help to optimize listening C1 level. This study is necessary to investigate because it will help other researchers who are working in the same field. This study will also assist lecturers to optimize teaching strategies of listening C1 level through PBL. Students will benefit from this study because it will help them improve their listening skills through the use of PBL.

2 Method

This research uses qualitative data that related qualitative descriptive design. The data are teaching learning-listening activities in English Proficiency for Teacher at English Language Education Study Program (ELESP), Jakarta state University. The data taken focuses on the way assignments given by the lecturer and student's worksheet. The data also comes from the lesson plan. Cited by Alshehri (2019), classroom observation is commonly used to assess the quality of teaching and classroom processes, such as teaching practices, instructional aspects, and

²² Wayan Febiyanti, N., Kerti Nitiasih, P., Gd Rahayu Budiarta, L., & Luh Putu Era Adnyayanti, N. (2021). Significant Effect of Project Based Learning Video on Students' Listening Skill in Pandemic Situation. *International Journal of Elementary Education*, 5(3), 425–433. <https://ejournal.undiksha.ac.id/index.php/IJEE>

²³ Yusnida, D., Muslem, A., & Manan, A. (2017). A study of teaching listening. In *English Education Journal (EEJ)* (Vol. 8, Issue 4).

teacher-student interactions.²⁴ Then he added that pre-observation, a class visit, and a post-observation feedback are the main stages of classroom observation.²⁵

Thus, this research has two main data regarding the research questions 1) existing learning model for teaching listening and 2) optimizing listening C1 level through PBL implementation. The data are collected by classroom observation in learning-listening activities at English Proficiency for Teacher class. The data collecting is through; first, the researcher collects supporting theories and does literature review. Second, researcher comes to class and take part in learning by observing and taking notes on teaching pattern delivered by the lecturer and the tasks given by the lecturer. To support classroom observation, researcher need instrument such as 1) paper note to take a point of class activity in real situation. Then, 2) student cumulative folders are used for organizing students' works or assignments. Last, 3) observation rubrics are used for gathering data of students' assignment grades. More than that, lesson plan is also collected to know the learning activity. Then, learning activity's lesson plan and paper note will be compare to know the gap. Finally, observer provides some conclusions from the observations and provide feedback for the class. Briefly, the conducting data procedure is 1) library research for finding the relevant theory, 2) classroom observation, 3) analyzing the lesson plan, and 4) describe the finding of analysis.

3 Finding and Discussion

3.1 Previous Learning Models for Teaching Listening in 3-5 Years Before

In traditional teaching, direct method is commonly used in class. Basically, the direct method is based on the idea that a word, phrase, or order in English is directly related to its meaning.²⁶ The method makes no attempt engage with current world's situation that savvy technology has been utilized. The principle of this method only everyday vocabulary and sentences are taught.²⁷ This method limits students' creativity in exploring the listening skills. Learning is only limited by vocabulary related to daily activities. Thus, the potential to learn independently and understand the material will be very limited. Study has revealed the effectiveness of direct method cannot reach 50% for score result. Only 8,70% students get score in range 75-100.²⁸ Thus, this method cannot be applied for a long-time term, in other words this method does not support the ability of students to develop in their own way. In addition, this method does not support sophisticated technology. This will spur students to left behind in using technology.

On other hand, recently another method is found. It is self-efficacy. Self-efficacy is students' beliefs about their ability to achieve academic success and their confidence in their ability to successfully in study material. Cited by Khosroshahi & Merc (2017), according to Mills' theory, self-efficacy in listening is positively correlated with listening proficiency and negatively correlated with listening anxiety; thus, students with higher levels of self-efficacy will

²⁴ Alshehri, E. (2019). Classroom Observation for Professional Development: Views of EFL Teachers and Observers. *Arab World English Journal*, 1(1), 57–71. <https://doi.org/10.24093/awej/elt1.5>

²⁵ Alshehri, Loc.Cit.

²⁶ Atiyah, F., & Izzah, L. (2019). *A Comparative Study on the Effectiveness of Using Direct and Audiovisual Methods for Enhancing Students Listening Comprehension A Comparative Study on the Effectiveness of Using Direct and Audiovisual Methods for Enhancing Students Listening Comprehension. English Language in Focus.* <https://jurnal.umj.ac.id/index.php/ELIF>

²⁷ Atiyah & Izzah, Loc.Cit.

²⁸ Atiyah & Izzah, Loc.Cit.

experience less anxiety.²⁹ In contrast, however, no evidence of self-efficacy is detected in learning activity. This method only focuses on preventing students' anxiety about listening skills to avoid passive English. Actually, this method needs to be developed again for the specification of student achievement. Not only preventing students' anxiety against misinterpretation but also soft skills that will be built in students. It aims to develop students' abilities when they graduate. In addition, self-efficacy also applies teacher centered methods as same as the direct method. As they said that increasing self-efficacy and listening performance can be accomplished by explicitly teaching listening strategies, which aims to increase learners' sense of control and success expectations.³⁰ This means, listening strategies are still taught by the teacher and there is no opportunity for students to develop their own strategy for dealing with listening problems. Thus, it will not make student independent. In the end, the motivation for self-efficacy remains teacher-centered. Hence, how about PBL implementation in listening?

3.2 Implementing PBL in Listening C1

Based on the lesson plan, activity of students is specific and structured. Overall, the activity that stated in lesson plan is related with real implementation at class. There are five steps for class activity. In real class activity, the steps have been done in line with the lesson plan. First, orientation is about procedure how students have to do write the report. Students are given online assignment in web and they have to write the score, answer, and reflection. The report is constructed to engage their selves measuring the extent of knowledge. Second is construction-consultation. This activity is focused on the problems of doing the assignment and the way answer the task. It can be said that finding the difficulty of doing assignment is described here. This will help students to construct the main of solve the problem of their task to find the answer. This phase also can be utilized to consult with lecturer. Third, the activity is action-revision. The students make sure of their work. They can measure their ability in listening skill and know themselves that they can reach or cannot reach in level C1. Revise or re-take the task again is possible. Then, they have to write the score of the task. The forth, presentation is about description of their work one by one. They discuss about their finding, their result, their score, and their difficulty. This activity is dominated by students. They can express what they want to explain about the task. It can be said as sharing session to others. Teachers' role is only giving feedback and helping to find the solution if students have no more idea or stuck about the task. Last, reflection is the output of this class. Students have to find their way to face the problem until they find the answer of problem. This section overall is about students' ability. They will find and decide their weakness and excellence. Thus, this reflection will be different in each student. Below is detail activity of PBL attached on lesson plan.

²⁹ Khosroshahi, H. H., & Merç, A. (2017). Listening self-efficacy beliefs, L2 listening proficiency, and listening strategy training: An experimental study Article Info. *Journal of English Language Teaching*, 6(1). <http://journal.unnes.ac.id/sju/index.php/elt>

³⁰ Khosroshahi & Merç, Loc.Cit.

Table 1. Detail activity in PBL for C1 listening.

Activity	Sub Activity	Goal	Type of Activity
Orientation	Case study written report	Students can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.	Self-activity
Construction-consultation	Problems of doing the report		
Action-revision	Measurement of students' ability and revision of work		
Presentation	Edu talk and conceptual talk learning activities to develop their English proficiency as teachers	Students can understand most TV news and current affairs programmes.	
Reflection	Written self-reflection on listening C1 sub-output and self-assessment		

About the tasks, they are separated in two types, type A and type B. They have different difficulty level. It means that type B is more difficult than type A. The result of work is depending on the self-assessment of them. The assessment is collected with type A in 6 questions (n=6) with three tasks and task B in 8 (n=8) questions with three task. The table of self-assessment with score can be concluded as below:

Table 2. Summary of tasks score.

Students	Task A			Task B		
	Count of 6 Questions (n=6)			Count of 8 Questions (n=8)		
	Task 1A	Task 2A	Task 3A	Task 1B	Task 2B	Task 3B
Student A	75	67	67	84	50	75
Student B	67	84	67	75	75	88
Student C	67	67	67	50	50	50
Student D	67	84	67	40	100	88
Student E	84	84	84	63	88	100
Student F	84	84	67	50	88	100
Total	444	470	419	362	451	501

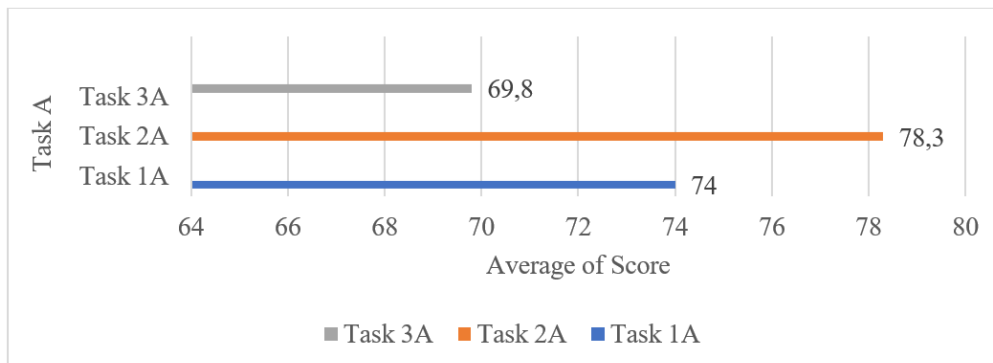


Fig. 1. Graphic of average score in task A.

First, task A can be showed by the figure 1 of average above to see the movement in every task. The average of task A has variative movement. The graph shows that task 1A, task 2A, and task 3A get up and down movement. The movement is not significant. In the task 1A, students can reach the average 74. Then, in task 2A, students reach average 78,3. That means, the average of task 2A gets up in gap 4,3 points. In the task 3A, students only can reach average 69,8 which the average is lowest in the graph. The gap of task 3A and 2A is 8,5 points, lowering in task 3A. Meanwhile, the gap of task 1 and 3 is 4,2 points, lowering in task 3A. The decreasing of task 3A has factor of the increasingly difficult assignment. This means that the level of difficulty in each task has been increased.

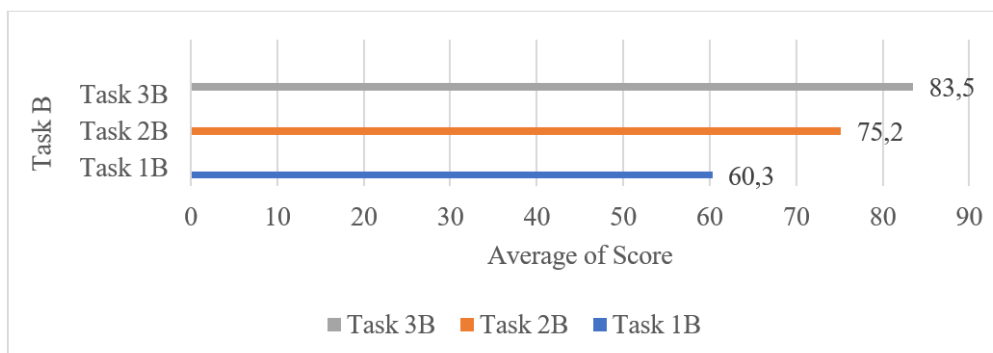


Fig. 2. Graphic of average score in task B.

Second, task B can be showed by figure 2 of average above to see the movement in every task. The figure 2 is another average from task B having 8 questions. The graph is significant increase. Difference with figure 1, figure 2 has no decrease. It shows increments for each task. In task 1B, the average reaches 60,3. Then, the average in task 2B increases until 75,2. That has gap 14,9 points. For the task 3B, it also increases in average 83,5. It has gap 8,3 points from task 2B. More than that, task 3B and task 1B have gap 23,2 points, higher than 1B. This high increase occurs because students are getting used to. Moreover, they have found their way to answer the tasks. In this task, they begin to know how they can solve problems and find the right solution for the problem even though each task will always experience a higher level of difficulty.

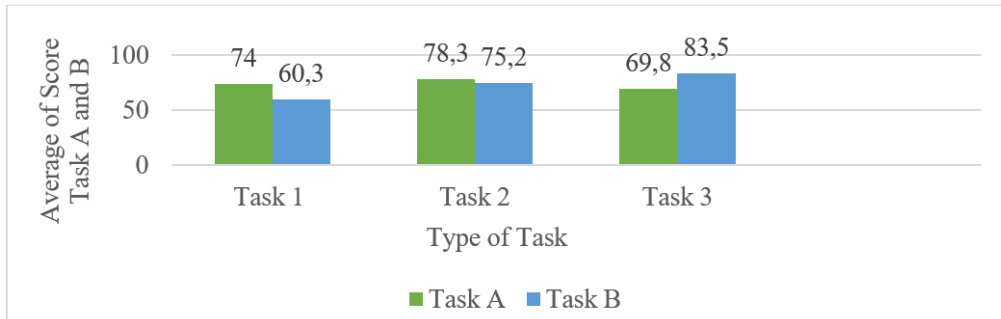


Fig. 3. Graphic of average score comparison for task A and B.

For more detail, the task A and B can be compared through the graphic above. The figure 3 is the comparison of count of task A and task B. In task 1, task A is higher than task B. The difference of them is 13,7 points, higher task A. In task 2, Task A is still higher than task B but the gap decreases into 3,1 points. Task 3, task B is higher than task A. The gap is 13,7 as same as in gap task 1. The task B is begun average 60,3 but it is increasingly higher consistent significantly. The task A is begun average 74 which is higher than task B, but the graph shows up and down between task 1, task 2, and task 3. In brief, PBL shows the increasing of average for the last task which is more difficult than first task. It means, students' understanding does the improvement.

3.3 Reflection

Uniquely, in this study of listening C1 has the reflection. In reflection written by students is dominated about the difficulty of answering the task. In other hand, they also catch some solution of their problem. Furthermore, the solution is as same as the trick for answering another listening task. The solution given each student is different, it is based on their experience and knowledge. Students also claim that this way help them to increase their listening skill. Overall, the problem appearing among students are about 1) challenge topic, 2) unclear pronunciation (accent), 3) too fast conversation, 4) lack vocabularies. Besides, the students also find the solution for solving the problem. Overall, the solution or trick given by students is 1) understanding the question before listening or scanning the question, 2) listen carefully and focus (make sure you are not distracted by surrounded), 3) focus on words mentioned or find key words, 4) write on paper the keywords (if possible), 5) do not trap with similar sound and find the synonym. In detailed, the reflection by students can be seen as below table 3.

Table 3. Students' reflection.

Students	Reflection
Student A	<ul style="list-style-type: none">● The information is not clearly stated● The test is quite difficult● Listen carefully to the stress and tone, difference sound, English idiom, verb, and phrase● Listen carefully the expression of conversation
Student B	<ul style="list-style-type: none">● I did quite well in listening session C1● Familiar with the pattern● I need to increase my vocabulary to make working on the next problems easier.● We must understand the questions first, then predict what will be discussed. Then we may begin to listen very carefully. Don't let there be distractions that make us not focus in this listening session.
Student C	<ul style="list-style-type: none">● Listening is quite challenging for me especially in this C1 advanced level.● The speaker's conversation too fast and sometimes the pronunciation not really clear.● The topic is quite challenge for me, because I didn't familiar with some of topics● The lectures explained too fast and make the conversation not too clear● I need to enrich vocabulary● First read the questions, then don't panic while answering the question, if there is confusing question try to predict the answer by relating the topic
Student D	<ul style="list-style-type: none">● I need to focus and concentrate so I wouldn't miss some important ideas from the content to my answers● I could answer all questions but still made mistakes due to the lack of focus and concentration
Student E	<ul style="list-style-type: none">● I started the listening practices by scanning the questions and the options before listening to the audio● I tried to answer the possible answers to the questions● I tried to listen carefully to the audio and pay attention to the words that were mentioned by the speaker and provided in the options● I found it difficult since the speaker was unclear and mostly it was because of their accent.● I realized that my listening skill is increased
Student F	<ul style="list-style-type: none">● I get confused when the question comes "what that means/implies from the state..."; I get a wrong interpretation of that.● Read the question and see the multiple choice first● Listen clearly and catch general information, sometimes I write on paper● Fill the question from the easiest● Use the synonym for answering, don't trap with the same sound of the speaker said● If I don't know the answer, I try to answer by guessing the suitable or possible choice

4 Conclusion

Following the completion of the research analysis, it is found PBL listening C1 Level successfully improving listening skill. Highlighted some points to be concerned, optimizing C1 level can be through using specific and structure activity with student centered which lead to self-learning. Students are given the freedom to explore and find ways to do listening questions. The learning progress shows the consistent increasing through score. Some points that need to be included in PBL implementation are: 1) self-assessment, 2) self-improvement in listening, 3) weakness, 4) solution. All is discussed in self-reflection.

Moreover, PBL engages problem solving skill in activity. The way students finding answers, solutions, and self-evaluation are problem solving activities. In PBL, the lecturer's role is only as a mediator who helps to provide feedback but does not direct students to follow the way lecturer's answering listening questions. Broadly, the results of listening C1 task using PBL will differ according to the students' knowledge and background. Thus, the learning process cannot judge students' opinion as wrong argument. From that, suggestion is from teaching-learning activity. Showing positive impact, another English skill for C1 level is possible implemented using PBL. Besides, further research should be conducted in wider scope to make sure the model is the best implementation applied in master's program or C1 level.

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