



PROPOSING INTEGRATED LISTENING AND SPEAKING SKILLS USING PROJECT BASED LEARNING MODEL (PBL) FOR BACHELOR OF ENGLISH LITERATURE STUDENTS OF UDAYANA UNIVERSITY

by

Ketut Santi Indriani

English Literatures, Udayana University, Bali Indonesia

kt.santi.indriani@unud.ac.id

(Article History: Received: 06-08-2024; Reviewed 1: 27-08-2024; Reviewed 2: 06-10-2024; Accepted: 24-10-2024; Published: 30-10-2024).

Abstract.

This study explores the development of project-based learning activities tailored for the integration of listening and speaking skills in an EFL context. Listening skills, in particular, present challenges for educators, who often struggle to modify traditional instructional methods. Conventional approaches to listening instruction, such as listening to audio and answering questions, tend to be monotonous, potentially diminishing student motivation, especially in English language learning. To address these issues and enhance student competence, integrating listening and speaking skills through a project-based learning (PBL) approach has been recommended (Loi & Hong, 2023a). The design of these activities and projects must be carefully crafted to ensure effective learning outcomes and improvement in both skill areas. This study adopts a literature review methodology to identify suitable forms of project-based learning activities for integrating listening and speaking skills. The data were gathered from existing studies and analyzed using data reduction techniques, focusing on key insights, which were then synthesized into a narrative that outlines a project-based learning plan. The results of the research provide a detailed series of integrated activities aimed at enhancing both listening and speaking skills, culminating in a final project involving the creation of a short video. The designed activities were found to significantly boost student motivation and participation throughout the learning process.

Keywords: *integrated language skills; language learning; project-based learning*

Abstrak.

Penelitian ini mengeksplorasi pengembangan aktivitas pembelajaran berbasis proyek yang dirancang untuk mengintegrasikan keterampilan mendengarkan dan berbicara dalam konteks EFL (English as a Foreign Language). Keterampilan mendengarkan, khususnya, sering menjadi tantangan bagi para pendidik, yang seringkali mengalami kesulitan dalam memodifikasi metode pembelajaran tradisional. Pendekatan konvensional dalam pengajaran mendengarkan, seperti mendengarkan audio dan menjawab pertanyaan berdasarkan informasi yang didengar, cenderung monoton dan berpotensi mengurangi motivasi siswa, terutama dalam pembelajaran bahasa Inggris. Untuk mengatasi masalah ini dan meningkatkan kompetensi siswa, disarankan untuk mengintegrasikan keterampilan mendengarkan dan berbicara melalui pendekatan pembelajaran berbasis (Loi & Hong, 2023a). Desain aktivitas dan proyek tersebut harus dirancang dengan cermat agar hasil pembelajaran yang efektif dapat dicapai serta keterampilan mendengarkan dan berbicara dapat ditingkatkan. Penelitian ini menggunakan metode kajian literatur untuk mengidentifikasi bentuk-bentuk aktivitas pembelajaran berbasis proyek yang sesuai untuk mengintegrasikan keterampilan mendengarkan dan berbicara. Data dikumpulkan dari berbagai studi yang ada dan dianalisis menggunakan teknik reduksi data, dengan fokus pada temuan

How cite this article:

Indriyani, K. S. (2024). Proposing integrated listening and speaking skills using project-based learning model (PBL) for bachelor of English literature students of Udayana University. *Premise : Journal of English Education and Applied Linguistics*, 13(3), 1061–1083. <https://doi.org/10.24127/pj.v13i3.10932>

Indriani (2024)

utama yang kemudian disintesis menjadi narasi yang merumuskan rencana pembelajaran berbasis proyek. Hasil penelitian ini menyajikan serangkaian aktivitas terintegrasi yang bertujuan untuk meningkatkan keterampilan mendengarkan dan berbicara, dengan proyek akhir berupa pembuatan video pendek. Aktivitas yang dirancang terbukti secara signifikan meningkatkan motivasi dan partisipasi siswa selama proses pembelajaran.

Kata Kunci : keterampilan bahasa terintegrasi; pembelajaran bahasa; pembelajaran berbasis proyek

INTRODUCTION

In the rapidly evolving landscape of education, Project-Based Learning (PBL) has emerged as a dynamic pedagogical approach that prepares students to thrive in real-world situations by employing language in practical contexts. As highlighted by Ngadiso et al., (2021), PBL facilitates the development of essential skills that enhance students' communicative competence, thereby equipping them to navigate the complexities of modern life. The implementation of PBL typically involves several structured stages, as outlined by Hamidah et al. (2020). These stages encompass selecting a relevant project topic, conducting pre-communicative activities, and clarifying the project's focus through guided questions posed by the teacher. Following these initial steps, students are tasked with designing a comprehensive project plan and schedule, ultimately culminating in project completion and subsequent assessment and evaluation. This multifaceted model is applicable across all language skills, making it particularly versatile in the realm of English language learning.

PBL is frequently employed in English language instruction, particularly to enhance productive skills such as speaking and writing. However, its application to receptive skills, particularly listening, presents unique challenges that warrant further exploration. As delineated by Green (2020), language skills are generally categorized into receptive skills (listening and reading) and productive skills (speaking and writing). Listening serves as a foundational element of communication; yet, learners often face obstacles that hinder their listening proficiency. Common challenges include limited vocabulary, unfamiliar topics, diminished concentration, and broader issues like cultural differences and accents (Handayani et al., 2023; Permatasari et al., 2023).

Interestingly, listening skills are often treated in isolation from other language competencies such as reading, speaking, and writing. However, it is imperative to recognize that listening plays a crucial role in the overall language learning process. Engaging in listening activities allows students to acquire new lexical and grammatical knowledge, thus

Indriani (2024)

fostering their ability to interact socially within the target language (Rahman et al., 2023). Various factors influence students' listening skills, including technical obstacles, levels of concentration, content complexity, and characteristics related to both the speaker and listener (Shah Reza et al., 2019; Asriati, 2017). In this context, teachers are pivotal in addressing these challenges by implementing effective strategies that extend beyond basic audio exercises.

This research seeks to investigate whether the Project-Based Learning (PBL) model can be effectively applied to the learning process, particularly in developing listening skills. Furthermore, it aims to explore the potential for integrating listening skills with other language competencies within the PBL framework. Specifically, the study will address the types of learning activities that can be employed in PBL to facilitate the integration of listening skills with other language skills, thereby providing a comprehensive approach to language education that acknowledges the interdependence of all language skills. Thus, the research question is : **what are the suitable forms of project-based learning activities for integrating listening and speaking skills?**

METHOD

Design

The literature study method was employed to identify the appropriate forms of Project-Based Learning (PBL) activities that can be effectively integrated into the learning process for listening and speaking skills. According to Ruslan (2008), library research is a systematic approach to data collection that involves gathering materials, data, and information from a variety of written sources, including reference books, academic journals, articles, and other publication media.

Subject

Considering that this study is based on a literature review, it aims to explore a wide range of academic sources and scholarly materials that focus on the implementation of Project-Based Learning (PBL). The study reviews 12 articles as shown in appendix 1. In particular, the study seeks to identify how PBL can be effectively integrated with the development of various language skills, such as listening, speaking, reading, and writing. By

Indriani (2024)

examining existing research and theoretical frameworks, this study seeks to provide a comprehensive understanding of the ways in which PBL has been applied in language learning contexts. The objective is to uncover best practices, challenges, and opportunities related to the integration of PBL with other language skills, as well as to assess the impact of this pedagogical approach on students' overall language proficiency and engagement in the learning process.

Instrument

In this study, the researcher plays a central role as the primary instrument, a particularly significant aspect given the nature of the research as a literature review. The researcher is responsible for navigating, selecting, and interpreting the relevant literature. This involves critical decision-making at each stage of the research process, from identifying appropriate sources to evaluating their relevance and credibility. As the planner, the researcher establishes the overall direction of the study, determining the scope of the review, formulating research questions, and setting the criteria for source selection. In addition to planning, the researcher also acts as the executor, personally conducting the data collection and analysis. This includes reviewing, synthesizing, and organizing the information obtained from various scholarly sources. Through careful analysis and interpretation, the researcher distills the key findings and integrates them into a cohesive narrative, ensuring that the final conclusions are both insightful and grounded in the literature reviewed.

Data collection and data analysis

The data gathered from these literature studies focused on identifying effective Project-Based Learning (PBL) activities for intermediate-level listening courses. Using a data reduction method, the analysis distilled vast information to highlight key PBL strategies that address the specific needs of students at this stage. This approach allowed for a more focused exploration of how PBL can be applied to overcome common challenges in developing listening skills.

Key insights from the analysis were organized into a coherent narrative, outlining a practical plan for implementing PBL in intermediate listening courses. This structured plan provides educators with a step-by-step guide, demonstrating how PBL activities can enhance

Indriani (2024)

both listening and speaking skills. By aligning these activities with students' linguistic needs, the plan ensures that the learning process is both engaging and pedagogically sound.

The study's findings offer educators a concrete framework for integrating PBL into their teaching practices, helping to improve students' communicative competence. By highlighting effective PBL forms and providing targeted strategies, the research supports the broader goal of fostering language proficiency and preparing students for more advanced language use.

RESULT AND DISCUSSION

Result

The study seeks to answer what the suitable forms of project-based learning activities for integrating listening and speaking skills.

The Project-Based Learning (PBL) model effectively facilitates the development of listening skills through a structured approach consisting of planning, execution, and evaluation. During the planning phase, students engage in pre-communicative activities that enhance their listening skills, followed by data collection and project completion. PBL empowers students by allowing them to take charge of their learning while teachers serve as facilitators, motivating students to actively participate and enhancing their overall communicative competence. Although challenges exist, such as managing group dynamics and varying levels of technology proficiency, the benefits of increased motivation and real-world application make PBL a valuable approach for developing listening skills.

The integration of listening skills with other language skills is essential for holistic language learning. The shift from segregated skill instruction to integrated approaches aligns with the principles of communicative language teaching (CLT), which emphasize the interconnectedness of receptive and productive skills. By developing listening alongside speaking, reading, and writing, students become competent language users, enhancing their overall language proficiency. Integrated learning fosters essential 21st-century skills such as communication, collaboration, creativity, and critical thinking, making it a comprehensive approach to language education that enriches the learning experience.

Indriani (2024)

Various learning activities can be employed within the PBL framework to facilitate the integration of listening skills. For instance, the implementation of projects, such as creating a video on vacation themes, requires students to conduct interviews and engage in meaningful dialogue, thus enhancing their listening and speaking abilities. The structured five-week learning process includes project planning, execution, and evaluation, allowing students to reflect on their experiences and identify challenges faced during the project. Such activities promote active engagement, encourage collaboration among students, and provide opportunities for authentic communication, ultimately leading to improved listening proficiency in real-life contexts.

Applicability of the project-based learning model in developing listening skill

Based on the project-based learning activity flow explained in the previous subchapter, it can be concluded that the learning process using the project-based learning model consists of three main stages; planning, doing and evaluation. The planning stage includes determining the topic of the project to be carried out, pre-communicative activities, asking important questions, designing a project plan and creating a project work timeline. The doing phase includes data collection and processing continued with project completion. The evaluation stage includes presentation of the final project and evaluation of the process of doing the project. The following model is learning listening skill integrated with speaking skill using the project-based learning model given in the intermediate listening course.

One such strategy is Project-Based Learning (PBL), a student-centered approach where teachers act as motivators and facilitators. In PBL, students take control of their learning, planning activities, designing group projects, and presenting their work. While this method has its challenges, it also provides numerous benefits, such as increasing motivation, enhancing problem-solving skills, improving communication through teamwork, and encouraging real-world development (Bielefeldt and Underwood in Ngalimun (2017)).

Behind these benefits, there are challenges faced by both teachers and students in applying Project-Based Learning (PBL) methods. According to Nurkhamidah (2023), teachers encounter several difficulties, including shifting their role to facilitators of group work, managing extended planning and implementation periods, generating project ideas, overseeing group work, and assessing students objectively. Similarly, students face challenges

Indriani (2024)

like unequal participation in group work, limited technology skills, and prioritizing only the final project (Aldabbus, 2018). Despite these obstacles, PBL also offers students the opportunity to learn outside the classroom. Outdoor learning fosters students' ability to express opinions, socialize, and develop naturally formed character traits (Muthmainnah et al., 2024).

Initially, language skills were learnt separately (segregated) and language learning was separated from content learning. It was believed that reading and speaking skills are the keys to successful language learning (Mohan, 1990). In the language learning process with a traditional approach, language skills were learnt separately, for example writing skill was separated from speaking skill and listening skill was separated from reading skill. Language learning materials and activities were only focused on one type of skill (Male, 2019). This was supported by the assumption that language skills cannot be learnt simultaneously because students may not be able to concentrate well when learning different skills.

Integration of listening skills with other language skills in the learning process

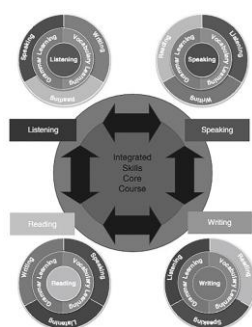
Learning language skills separately faced major challenges in the 1970s when the communicative language teaching (CLT) method emerged. This method emerged because of the emerging understanding that language is used in the form of discourse and in certain social contexts, not in separate units. This refers to the need for learning language skills that cannot be separated from one another. To become a competent language user, a person must be able to develop receptive (listening and reading) and productive (speaking and writing) skills simultaneously. In other words, the four language skills must be learned simultaneously, interactively and integrated. Apart from that, the most important intellectual abilities at this time include communication, collaboration, creativity and critical thinking or what is known as the 4Cs; communication, collaboration, creativity and critical thinking (Paschal & Gougou, 2022; Marwa et al., 2023). For this reason, integrated language learning is an option worth considering because it can improve a person's language competence as a whole (Gautam, 2019; Simon, 2021; Sattorova, 2021).

Language skills integrated learning has many benefits (Armando Quishpe Hipo et al., 2022; Jolibekova, 2022; Hajar, 2022; Ben-uri, 2023). Language skills integrated learning can maintain the continuity of learning because they are linked to each other. Learning goes

Indriani (2024)

through stages that are preceded by input and followed by language output. This learning circle creates realistic learning because it is carried out in a realistic communication setting, provides opportunities for students to evaluate and use the language that has been learnt in various context of situations. Furthermore, integrated learning increases students' self-confidence. Integrated skills learning enlarge the chance for students to use the language in real interaction context. This interaction Interaction is fundamental in influencing students' performance, outcome, and satisfaction (Muthmainnah et al., 2024).

Oxford (2001) states that in implementing language skills integrated learning, teachers must carry out several stages, those are (i) learn more about various ways to integrate language skills in the classroom (for example, content-based, task-based or a combination), (ii) evaluating the approach that has been used to determine the level of integration that has been implemented, (iii) selecting learning materials, resources and equipment that support the integration of the four language skills and (iv) integrating language skills (which is labeled as learning one type of language skill only) with other language skills, for example through assignments. Characteristics of classes that implement integrated language skills learning according to Goodman in (Usman & Anwar, 2021) are (i) students learn from models or examples, (ii) students learn and do assignments according to the development of their competence level, (iii) students learn to share responsibility in the learning process, (iv) students participate actively, (v) students dare to take risks and experiment freely and (vi) receive positive feedback from their teachers and friends.



Picture 1 Integrated skills core courses

Implementing integrated language skills learning presents challenges from teachers, students, and institutions (Kalsum et al., 2023). A teacher's ability to effectively integrate skills is crucial for success. However, teachers often face limitations, such as insufficient time

Indriani (2024)

to cover all four language skills in one lesson, frequently integrating only two. Student motivation is also a key factor influencing the learning process. Additionally, the availability of learning facilities and infrastructure, determined by institutional policies, significantly impacts the effectiveness of integrated language learning.

Language input from listening and reading activities is essential, as it directly affects language output in writing and speaking (Bahrani, 2013; Bahrani & Nekoueizadeh, 2014). No listening occurs without speaking, nor reading without writing; the four skills are interconnected. Receptive and productive skills support each other (Loi & Hong, 2023). The two receptive skills, listening and reading, serve as the foundation for producing language through speaking and writing (Loi & Van Hong, 2023).

Speaking and listening are often considered difficult language skills. Thus, students tend not willing to participate in speaking and listening activities (Tavil, 2010). In fact, speaking and listening skills often influence effective communication. Kadwa and Alshenqeeti (2020) stated that learning listening skill that are integrated with speaking skill makes students get higher grades compared to the model of learning these two skills separately. Brown (2004) divides speaking into five major types, those are imitative speaking (imitating a word, phrase, or even a sentence), (ii) intensive speaking (producing a limit amount of language in a highly control context), (iii) responsive speaking (interaction in a short communication), (iv) interactive speaking (face to face conversation) and (v) extensive speaking (speaking for a longer period of time). These division are based on the focus of the activities.

In foreign language learning, integration between speaking and listening skills can be done by implementing an information-gap task. Information-gap task is an assignment model with very limited information needed to complete a task, if not lacking, so that students need to listen or talk to each other to complete the task (Tavil, 2010). There are many benefits from implementing the information-gap task assignment model, (Neira, 2019); (Allwright, 2008); (Triana & Anita, 2022; Mukumovna, 2023) including (i) increasing opportunities for speaking practice in real communication contexts which increases students' motivation, (ii) focusing on students (student centered learning) because students do not communicate with teachers exclusively, but talk with other students, (iii) increasing the use of language in meaningful

Indriani (2024)

settings and (iv) increasing the ability to collaborate between students.

The integration of listening and speaking skills can facilitate the development of students' metacognition. Metacognitive knowledge involves thinking about the language learning process; therefore, students can organize and direct their own learning. Metacognitive awareness has the potential to improve students' listening skills because it helps them become more motivated and also influences their listening performance. In the pre-listening phase, for example, students have a better opportunity to improve understanding when they are asked to discuss content for the purpose of understanding the material (Mart, 2020).

Types of learning activities to facilitate the integration of listening skills within the project-based learning model

The learning process using the project-based learning model in the intermediate listening course was carried out for five weeks. The first and second weeks are allocated for planning, the third and fourth weeks for implementation, and the fifth week for evaluation. In the first stage, the first and second weeks, students get the complete information about the project based learning model in intermediate listening courses, group division and pre-communicative activities (discussions between students and lecturer regarding predetermined topics). At this stage, students start to design the project and create a timeline for doing the project. At the end of this stage, students present the project design that will be carried out. In the second stage, namely the doing stage, students complete the project that has been designed. In the final stage, the evaluation stage, students present the project they have completed and evaluate the difficulties experienced while completing the project and present the solution.

One of the learning topics in the intermediate listening course is vacation. It is on this topic that the project based learning model is implemented. Students are asked to make a final project in the form of a 7-10 minute video with a vacation theme. Students were free to choose the subthemes that will be used in their videos. Examples of subthemes given by the teacher are *tips for first-timers to Bali* or *what do you like/don't like about Bali*. In the process of making short video material, students were asked to conduct interviews with 5-7 foreign tourists in Bali regarding to the subthemes they had chosen.

Indriani (2024)

In accordance with what has been explained above, learning activities using the project based learning model in the intermediate listening course were carried out for five weeks (table 1). In the first week, the teacher explains the project that will be carried out in project based learning model activities with the topic of vacation. The teacher explains each stage that must be carried out by students and the form of assessment and assessment instruments being used. Still in the first week, students are divided into several groups and asked to discuss the subthemes they will choose. In the following week, the second week, students are asked to present the project planning they will carry out during the doing week, accompanied by discussions to get input from the teacher and other students. In the presentation, they convey the project plan they will carry out, starting from sub-themes, timeline, video title, location, list of interview questions, equipment needed, etc. In the third and fourth weeks, students carry out the projects they have planned to the stage of creating short videos. In the final week, the fifth week, students present a short video they produced while evaluating the difficulties and the solutions experienced during the completion of the project.

Table 2
Learning activities of integrated listening and speaking skills in project based learning

<i>Week</i>	<i>Learning Stages</i>	<i>Learning Activities</i>	<i>Assessment</i>
<i>1st and 2nd weeks</i>	<i>Planning stage</i>	<i>i. Explanation by the lecturer regarding the learning process using the project based learning model (expected assignments and assessments to be carried out)</i>	
		<i>ii. Group division by lecturer/student</i>	
		<i>iii. Determination of the project topic by the students</i>	
		<i>iv. Pre-communicative activities (discussions between students and lecturers regarding predetermined topics)</i>	
		<i>v. Students design a project plan and create a timeline (list of questions, location, equipment, division of tasks, etc.)</i>	
		<i>vi. Student present the project plan to be carried out (schedule, equipment needed, division of tasks, etc)</i>	<i>Assessment rubric</i>
<i>3rd and 4th weeks</i>	<i>Doing stage</i>	<i>Students complete the video project that has been designed</i>	<i>Project progress assessment rubric</i>
<i>5th week</i>	<i>Evaluating stage</i>	<i>i. Students present the videos they have completed</i>	<i>Video assessment rubric</i>

<i>Week</i>	<i>Learning Stages</i>	<i>Learning Activities</i>	<i>Assessment</i>
		<i>ii. Students carry out an evaluation (difficulties experienced while doing the project and present the solution)</i>	<i>Student presentation assessment rubric</i>

Integrated listening and speaking skills using project based learning model

Through the learning activities described above, the implementation of integrated learning on listening and speaking skills can be applied (table 2). Students' listening skills are trained when conducting interviews (listening to responses from tourists being interviewed, hearing input from friends and teachers when presenting project planning and final result. When listening to the responses of tourists being interviewed (picture 2), students practice informational and active listening skills. Meanwhile, when listening to the group presentations, students practice critical listening skills. Speaking skills are trained when students conduct interviews and present their work plans and work results. If examined more deeply, students practice their speaking skills by using future tense when presenting their project planning and using past tense when presenting their final result. Apart from that, when conducting interviews, students practice using various kinds of language expressions, such as greeting, introducing, leave taking, asking for confirmation, agreeing, disagreeing, etc.

Table 3 Implementation of integrated learning on listening and speaking skills in project based learning

<i>Project Based Learning Activities</i>	<i>Language Skill</i>	<i>Language skill practice</i>	<i>Learning topics</i>
<i>Presenting project planning</i>	<i>Comprehensive listening</i>	<ul style="list-style-type: none"> <i>Understanding and comprehending the information presented by the group</i> <i>Understanding and comprehending the question or suggestion given by other students</i> 	<i>Listening for detail information</i>
	<i>Critical listening</i>	<i>Analyzing, judging and forming an individual opinion on the information that is being presented</i>	<i>Critical thinking</i>
	<i>Extensive speaking</i>	<i>Presenting the project planning</i>	<i>Future tense</i>
	<i>Responsive speaking</i>	<i>Answering questions from other students during the discussion session</i>	<i>Asking and giving information, giving suggestion</i>

Indriani (2024)

<i>Project Based Learning Activities</i>	<i>Language Skill</i>	<i>Language skill practice</i>	<i>Learning topics</i>
	<i>Intensive speaking</i>	<i>Asking questions and giving suggestion to the group which is presenting the project planning</i>	
<i>Interviewing tourist</i>	<i>Informational listening</i>	<i>Understanding the information given by the interviewees</i>	<i>Listening for detail information</i>
	<i>Active listening</i>	<i>Listen attentively to interviewees, understand what they're saying to, later on, respond and reflect on what's being said</i>	
	<i>Comprehensive listening</i>	<i>Understanding and comprehending the answer given by the interviewees</i>	
	<i>Interactive speaking</i>	<i>Asking questions to and responding the answer of interviewees</i>	<i>Greeting, introducing, leave taking, asking for confirmation, agreeing, disagreeing</i>
<i>Final project presentation</i>	<i>Comprehensive listening</i>	<ul style="list-style-type: none"> <i>Understanding and comprehending the information presented by the group</i> <i>Understanding and comprehending the question or suggestion given by other students</i> 	<i>Listening for detail information</i>
	<i>Critical listening</i>	<i>Analyzing, judging and forming an individual opinion on the information that is being presented</i>	<i>Critical thinking</i>
	<i>Extensive speaking</i>	<i>Presenting the project planning</i>	<i>Future tense</i>
	<i>Responsive speaking</i>	<i>Answering questions from other students during the discussion session</i>	<i>Asking and giving information, giving suggestion</i>
	<i>Intensive speaking</i>	<i>Asking questions and giving suggestion to the group which is presenting the project planning</i>	

The project-based learning activities described above are very useful for students in the integrated learning process of listening and speaking skills. This is supported by the authentic learning materials used. In exploring information related to a predetermined topic, vacation, students received authentic listening material from the tourists being interviewed. They also get authentic listening material from discussion activities in class when they present

Indriani (2024)

their project planning and final results. Authentic learning materials will provide wider opportunities for students about the use of language in real life contexts. Thus, they can understand the supporting aspects of the language, such as culture. Apart from that, authentic learning material is considered more interesting which will indirectly improve student learning outcomes (Citra Dewi, 2018; Alfonso Vargas & Romero Molina, 2023).

Apart from honing students' listening and speaking skills, project based learning activities also improve students' critical thinking and problem solving skills (Eventddy et al., 2023; Karan, 2022). These two abilities are trained through the projects they work on. They are trained to be sensitive and discover problems around them, especially those related to tourism in the Bali Province area. Next, they are trained to analyze the problem critically and formulate solutions that can be used as alternatives in solving the problem. Another ability that is trained in project based learning activities is the ability to work in groups. All activities they had planned were carried out through discussion among group members. They also distributed tasks and responsibilities in groups. In this way, their ability to work in groups would develop.

CONCLUSION, LIMITATION AND IMPLICATION

Conclusion

Integrated language skills learning significantly enhances the language learning process by providing students with opportunities to engage in authentic, real-world communication. By integrating skills like listening and speaking, students experience language in practical contexts rather than through isolated exercises, promoting a deeper, more natural understanding of its use. Project-Based Learning (PBL) is an effective model for this approach, especially for combining listening and speaking. Through stages like planning, executing, and evaluating, PBL offers various opportunities for students to practice both skills interactively, reinforcing language comprehension and production. The collaborative nature of PBL encourages peer interaction, further enhancing communicative competence.

In PBL, students engage with listening and speaking tasks throughout the entire project process, from following instructions and discussions in the planning stage, to participating in interactive activities during execution, and receiving feedback in the evaluation phase. This structured approach helps students develop both skills simultaneously.

Indriani (2024)

In conclusion, integrating language skills through Project-Based Learning creates a dynamic and motivating environment that fosters overall communicative competence, supporting students in achieving higher language proficiency.

Limitation

The outcomes of this research include the identification of specific forms of Project-Based Learning (PBL) activities and their corresponding effects on students' listening skills. The impacts observed in this study were primarily derived from qualitative observations made during the learning process, which provided insights into student engagement and participation. However, this study did not comprehensively analyze the effects of these PBL activities on listening skills by directly measuring students' learning outcomes. As such, while the findings highlight the immediate influence of PBL on student motivation and interaction during the learning process, they do not provide a clear assessment of how these activities contribute to measurable improvements in listening proficiency. Therefore, it is recommended that future research undertake a more in-depth investigation of the relationship between Project-Based Learning activities and listening skills, with a specific focus on evaluating the impact in terms of learning outcomes and overall language acquisition. Such studies could employ quantitative measures, such as pre- and post-tests or standardized assessments, to better understand the extent to which PBL enhances students' listening abilities and contributes to their broader language learning achievement. This approach would provide more comprehensive evidence regarding the effectiveness of PBL in fostering long-term language skills development.

Implication

Given that the integrated learning of language skills can significantly enhance the overall language learning process, it is strongly recommended that educators adopt an integrated approach to teaching, particularly in the areas of listening and speaking skills. By integrating these two essential components of language acquisition, teachers can foster a more holistic and interactive learning environment that reflects the natural use of language in real-life communication. This approach not only supports the simultaneous development of multiple language skills but also encourages students to engage more deeply with the material, as it mirrors the interconnected nature of listening and speaking in authentic

Indriani (2024)

communicative contexts.

To ensure the effectiveness of this integrated approach, it is crucial that the learning activities are carefully designed and structured in a way that aligns with the specific learning objectives for both listening and speaking. The activities must be tailored to promote the active use of language in meaningful and contextually relevant tasks, allowing students to practice and refine their skills in a way that builds their confidence and competence. Well-designed activities should incorporate opportunities for students to actively engage with the target language through listening comprehension exercises followed by speaking tasks that require them to respond, interact, and produce spoken language based on what they have heard. This process not only reinforces the listening input but also encourages the productive use of language, thereby strengthening both skills simultaneously.

ACKNOWLEDGMENT

I thanked the English Literature Department of Udayana University for funding the study. I also thank many unmentioned parties for their invaluable support in the current study.

BIO-PROFILE

Ketut Santi Indriani Lecturer in Bachelor of English Literature, Faculty of Humanities, Udayana University - Bali. Teaching passion and experience since 2004 increasingly create a desire to continue to be involved in the field of teaching. My research areas of interest are language teaching and learning; sociolinguistics and other applied linguistics topics which, certainly, support my carrier and teaching competence. My interest in public speaking also opens up opportunities for me to have a career as a professional Master of Ceremony (MC).

Corresponding email: kt.santi.indriani@unud.ac.id

Indriani (2024)

REFERENCES

- Aldabbus, S. (2018). Project-Based learning: Implementation and challenges. *International Journal of Education, Learning and Development*, 6(3), 71–79. [Weblink](#)
- Alfonso Vargas, A. J., & Romero Molina, P. X. (2023). Authentic materials and task design: A teaching amalgam. *Colombian Applied Linguistics Journal*, 25(1), 118–131. <https://doi.org/10.14483/22487085.18581>
- Allwright, D. (2008). Practitioner research. *Language teaching research*, 12(4), 515. <https://doi.org/10.1177/1362168808097164>
- Armando Quishpe Hipo, L. I., Narcisa Cazar Costales, S. I., Yesenia Cabezas Llerena III, K., & Carolina Chávez Guzmán, D. I. (2022). Integrated Skills Approach improves the communicative competence in EFL students. *Polo Del Conocimiento*, 7(7), 1189–1213. <https://doi.org/10.23857/pc.v7i7>
- Asriati, S. (2017). Factors affecting listening comprehension achievement of students (a descriptive study at the third semester students of Muhammadiyah university Makassar). *TEFLIN International*, October, 1–11.
- Bahrani, T. (2013). Importance of Language Input in Language Learning. *International Research Journal of Applied and Basic Sciences*, 6(10), 1376–1379.
- Bahrani, T., & Nekoueizadeh, M. (2014). The Role of Input in Second Language Acquisition. *JOURNAL OF ADVANCES IN LINGUISTICS*, 1(1), 1–6. <https://doi.org/10.24297/jal.v1i1.1986>
- Ben-uri, J. G. (2023). Integration of language skills at basic levels : Teaching highlights. *Journal of the European Teacher Education Network*, 7, 156–169.
- Citra Dewi, R. (2018). Utilizing Authentic Materials on Students' Listening Comprehension: Does it have Any Influence? *Advances in Language and Literary Studies*, 9(1), 70. <https://doi.org/10.7575/aiac.all.v.9n.1p.70>
- Evenddy, S. S., Gailea, N., & Syafrizal, S. (2023). Exploring the Benefits and Challenges of Project-Based Learning in Higher Education. *PPSDP International Journal of Education*, 2(2), 458–469. <https://doi.org/10.59175/pijed.v2i2.148>
- Gautam, P. (2019). Integrated and Segregated Teaching of Language Skills: An Exploration. *Journal of NELTA Gandaki*, 1, 100–107. <https://doi.org/10.3126/jong.v1i0.24464>
- Hajar, A. (2022). Integrated Skills Approach (ISA) in writing class: A case study of Business English Communication (BEC) students of Universitas Negeri Makassar. *International Journal of Humanities and Innovation (IJHI)*, 5(4), 135–140. <https://doi.org/10.33750/ijhi.v5i4.163>
- Hamidah, H., Rabbani, T. A. S., Fauziah, S., Puspita, R. A., Gasalba, R. A., & Nirwansyah. (2020). *HOTS-Oriented Module: Project-Based Learning*.

Indriani (2024)

- Handayani, S. A., Noni, N., & Ariyani, A. (2023). Challenges faced by students in learning listening comprehension in SMAN 2 Jenepono. *PERFORMANCE: Journal of English Education and Literature*, 2(2), 194–203.
- Jollibekova, M. (2022). The importance of using integrated methods in teaching English. *Fars Int J Edu Soc Sci Hum*, 10(11), 26–34.
- Kadwa, M. S., & Alshenqeeti, H. (2020). The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3(11), 55–67. <https://doi.org/10.32996/ijllt>
- Kalsum, U., Ampa, A. T., Hamid, & Radiah. (2023). Implementation of integrated language skills in English Teaching Process. *International Journal of Social Science and Education Research Studies*, 03(09), 1797–1801. <https://doi.org/10.55677/ijssers/v03i9y2023-02>
- Karan, E. Brown, L. (2022). Enhancing student's problem -solving skills through project-based learning Ebrahim Karan and Lisa Brown *. *Ojs.Jpblhe*, 10(1), 74–87.
- Loi, N. T., & Hong, B. Van. (2023). Enhancing English language proficiency for non-majored university learners: A proposal for integrated skills approach implementation. In *Proceedings of the 19th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2022)* (pp. 270–281). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-042-8_23
- Loi, N. T., & Van Hong, B. (2023). An overview of integrated skills and non-English-major students' communicative competence. In *Proceedings of the 19th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2022)* (pp. 247–253). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-042-8_21
- Male, H. (2019). Proceeding EFL theory & practice voice of EED UKI. In P. Pardede (Ed.), *English Education Departement Collegiate Frofum (EED CF)* (Issue January 2019, pp. 147–159). UKI Press.
- Mart, Ç. T. (2020). Integrating listening and speaking skills to promote speech production and language development. *Mextesol Journal*, 44(2).
- Marwa, Herlinawati, H., & Herdi, H. (2023). 21st century skills/4c skills' integration in English Teaching Documents Used in EFL Classroom. *ELT-Lectura*, 10(1), 1–10. <https://doi.org/10.31849/elt-lectura.v10i1.12026>
- Mohan, B. (1990). LEP students and the integration of language and content: Knowledge structures and tasks. *Proceedings of the Research Symposium on Limited English Proficient Students' Issues*, 113–162.
- Mukumovna, T. Z. (2023). Developing learners' speaking skills through information gap activities. *Developing Learners' Speaking Skills Through Information Gap Activities*, 12(8), 3943–3948.

Indriani (2024)

- Muthmainnah, W., Madi, F. N. B., & Rosid, A. (2024). Telaah Kurikulum Pada Pembelajaran Bahasa Arab Di Madrasah Aliyah Al-Qodiri Jember. *LINGUA: Jurnal Bahasa, Sastra, dan Pengajarannya*, 21(1), 75-90.
- Neira, R. A. O. (2019). The impact of information gap activities on young EFL learners' oral fluency. *Profile: Issues in Teachers' Professional Development*, 21(2), 113–125. <https://doi.org/10.15446/profile.v21n2.73385>
- Ngadiso, N., Sarosa, T., Asrori, M., Drajati, N. A., & Handayani, A. (2021). Project-based Learning (PBL) in EFL learning: Lesson from Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1114–1122. <https://doi.org/10.35445/alishlah.v13i2.558>
- Ngalimun. (2017). Strategi Dan Model Pembelajaran. In *Yogyakarta: Aswaja Pressindo* (Vol. 1, Issue April). Aswaja Pressindo.
- Nurkhamidah, N. (2023). Investigating The lecturers' challenges in implementing project-based learning in writing class. *Sustainable Jurnal Kajian Mutu Pendidikan*, 6(1), 1–10. <https://doi.org/10.32923/kjmp.v6i1.3083>
- Oxford, R. (2001). Integrated skills in the ESL/EFL classroom. *TESOL France*, 8(1), 5–12. <https://eric.ed.gov/?id=ED456670>
- Paschal, M. J., & Gougou, S. A.-M. (2022). Promoting 21st century skills in English language teaching: A pedagogical transformation in Ivory Coast. *Global Journal of Educational Studies*, 8(2), 50. <https://doi.org/10.5296/gjes.v8i2.20333>
- Permatasari, N., Khaerati Syam, U., & Sastrawati, I. (2023). Exploring students' difficulties in learning listening comprehension at second semester English Education Department of Muhammadiyah University of Makassar. *Journal of Language Testing and Assessment*, 3(1), 40–50. <https://doi.org/10.56983/jlta.v3i1.313>
- Rahman, M. N., Chowdhury, S., & Mazgutova, D. (2023). Rethinking teaching listening skills: A case study. *Language Teaching Research Quarterly*, 33, 176–190. <https://doi.org/10.32038/ltrq.2023.33.10>
- Ruslan, R. (2008). Public relations dan komunikasi [Public relations and communication] Jakarta: PT. In *Raja Grafindo*. RajaGrafindo Persada.
- Sattorova, F. (2021). The importance of linguistic competence in teaching English as a foreign language (EFL). *Uzbekistan: Language and Culture*, 3(2), 105–123. <https://doi.org/10.52773/tsuull.uzlc.2021.2/flfl2033>
- Shah Reza, Z., Bahri, S., & Erdiana, N. (2019). Factors affecting listening comprehension. *Research in English and Education*, 4(4), 155–167. <https://jim.usk.ac.id/READ/article/view/14123>
- Simon, B. S. R. S. (2021). An integrated approach to teaching language skills. *International Journal of Innovative Research in Technology*, 8(5), 190–195. [weblink](#)

Indriani (2024)

- Tavil, Z. M. (2010). Integrating listening and speaking skills to facilitate English language learner's communicative competence. *Procedia - Social and Behavioral Sciences*, 9, 765–770. <https://doi.org/10.1016/j.sbspro.2010.12.231>
- Triana, N., & Anita, F. (2022). The effect of using information gap technique to improve students' speaking skill in the EFL Context. *Tamaddun*, 21(2), 160–176. <https://doi.org/10.33096/tamaddun.v21i2.209>
- Usman, H., & Anwar, M. (2021). Integrated language skill approach: Model of teaching materials for elementary school teacher education programs in indonesia. *Studies in English Language and Education*, 8(2), 656–669. <https://doi.org/10.24815/siele.v8i2.19031>

Appendix 1

Table 1 reviewed articles related to project based learning (PBL) and integrated listening and speaking skills learning

Title	Author	Journal Identity	Publication Year	Variables	Participants
Rethinking Teaching Listening Skills: A Case Study.	Rahman, M.	<i>Language Teaching Research Quarterly</i> , 33, 176–190. https://doi.org	2023	The effectiveness of teaching listening skills, specifically how the use of top-down and bottom-up approaches influences language acquisition.	An EAP (English for Academic Purposes) teacher
21st Century Skills/4C Skills' Integration in English Teaching Documents Used in EFL Classroom.	Marwa, Herlinawati, H., & Herdi.	ELT-Lectura, 10(1), 1–10. https://doi.org/10.31849/elt-lectura.v10i1.12026	2023	The quality of teaching materials as characterized by the integration of 21st-Century/4Cs skills. Specifically, this includes the competency levels	English lecturers from the Faculty of Education and Vocational Studies (FADIKSI), Universitas Lancang Kuning, Indonesia.
Implementation of Integrated Language Skills in English Teaching	Kalsum, U.	<i>International Journal of Social Science and Education Research</i>	2023	The effectiveness of ILS implementation in terms of its contribution to developing students' communicative competence.	Four English teachers
The Importance of Using Integrated Methods in Teaching English.	Jolibekova, M.	<i>Fars Int J Edu Soc Sci Hum</i> , 10(11), 26–34. https://doi.org/10.5281/zenodo.7316149	2022	Integration of the four language skills (reading, writing, listening, and speaking) in foreign language teaching within the classroom. This variable examines how the combined use of these skills influences language instruction.	Teachers of foreign language in English as a Foreign Language (EFL).
An integrated approach to teaching language skills.	Simon, B. S. R.	<i>International Journal of Innovative Research in Technology</i> , 8(5), 190–195.	2021	The effectiveness of the integrated approach in enhancing the English communication skills of engineering students, particularly in addressing difficulties related to pronunciation, grammar, syntax, and vocabulary.	Engineering students enrolled in colleges in the state of Telangana.

Integrating listening and speaking skills to facilitate English learner's communicative	Tavil, Z. M. <i>Procedia - Social and Behavioral Sciences</i> , 9, 765-770. https://doi.org/10.1016/j.sbspro.2010	2010	The method of instruction used in the study, specifically the integration of listening and speaking skills versus teaching these skills separately.	180 students from the preparatory school of Hacettepe University in Turkey.
Project-Based learning: Implementation and Challenges.	Aldabbus, S. <i>International Journal of Education, Learning and Development</i> , 6(3), 71-79. https://doi.org/10.1016/j.sbspro.2010	2018	Implementation of PBL: This variable measures the extent to which pre-service teachers are able to implement PBL in their classrooms and the challenges they face during this implementation.	24 pre-service teachers from 8 primary schools in Bahrain, who took part during the academic year 2016/2017.
Integrated and Segregated Teaching of Language Skills: An Exploration.	Gautam, P. <i>Journal of NELTA Gandaki</i> , 1, 100-107. https://doi.org/10.3126/jong.2019	2019	The focus is on the integrated approach versus the segregated approach to teaching language skills. This variable examines the different methodologies used in language instruction.	
Integrating listening and speaking skills to promote speech production	Mart, C. T. <i>Mextesol Journal</i> , 44(2).	2020	Integration of listening and speaking activities in the classroom. This variable focuses on how combining these two language skills influences students' language learning experiences.	45 first-year English as a Foreign Language (EFL) students
Project-based Learning (PBL) in EFL learning: Lesson from Indonesia.	Ngadiso, N., Satosa, T., Asrori, M., Draiaty, N. <i>AL-ISHLAH: Jurnal Pendidikan</i> , 13(2), 1114-1122. https://doi.org/10.35445/alishlah.v13i2.558	2021	The students' and teachers' perceptions and experiences regarding the effectiveness and outcomes of using PBL in EFL classes. This includes assessing the improvement in the class situation and overall satisfaction with the learning process.	Six students from three different high schools in Indonesia who are enrolled in EFL classes and three teachers from the same high schools who are responsible for teaching these EFL classes.

Indriani (2024)

LEP students and the integration of language and content:	Mohan, B. Proceeding s of the Research Symposiu m on Limited	1990	Integrated-skill instruction structures and tasks.	Limited English Proficient (LEP) students.
Integrated skills in the ESL/EFL classroom.	Oxford. R. TESOL France, 8(1), 5–12. https://www.tesol-france.org/en/pages/108/the-	2001	The focus is on two types of instructional approaches— segregated-skill instruction and integrated-skill instruction. The article discusses the implications and effectiveness of these approaches in teaching English.	