

THESIS

**PROJECT-BASED LEARNING WITH TECHNOLOGY IN TEACHING
LANGUAGE SKILLS SUBJECTS IN STKIP AGAMA HINDU
SINGARAJA: A STUDY OF NEED ANALYSIS**



By:

Gede Angga Pratama Anugraha

NIM 1912021034

ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE AND ART

GANESHA UNIVERSITY OF EDUCATION

SINGARAJA

2023



**PROJECT-BASED LEARNING WITH TECHNOLOGY IN TEACHING
LANGUAGE SKILLS SUBJECT IN STKIP AGAMA HINDU
SINGARAJA: A STUDY OF NEED ANALYSIS**

SKRIPSI

**DIAJUKAN KEPADA
UNIVERSITAS PENDIDIKAN GANESHA
UNTUK MEMENUHI SALAH SATU PERSYARATAN
DALAM MENYELESAIKAN PROGRAM
SARJANA PENDIDIKAN BAHASA INGGRIS**

**OLEH
GEDE ANGGA PARATAMA ANUGRAHA
1912021034**

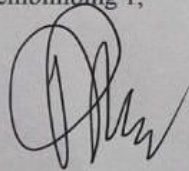
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
SINGARAJA
2023**

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS
DAN MEMENUHI SYARAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN**

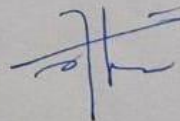
Menyetujui,

Pembimbing 1,



Prof. Dr. Ni Nyoman Padmadewi, M.A.
19620201988032001

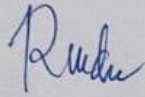
Pembimbing 2,



Kadek Sintya Dewi, S.Pd., M.Pd.
198803232015042004

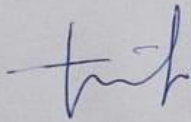
Skripsi oleh Gede Angga Pratama Anugraha ini
telah dipertahankan di depan dewan penguji
pada tanggal 13 Februari 2023

Dewan Penguji,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

(Ketua)



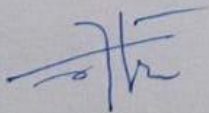
Ni Putu Astiti Pratiwi, S.Pd., M.Pd.
NIP. 198808252015042002

(Anggota)



Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 19620201988032001

(Anggota)



Kadek Sintya Dewi, S.Pd., M.Pd.
NIP. 198803232015042004

(Anggota)

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

Pada:

Hari : Jumat

Tanggal : 17 Februari 2023

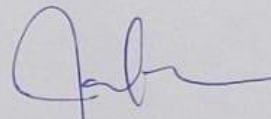
Menyetujui,

Ketua Ujian,

Sekretaris Ujian,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001



Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Mengesahkan
Dekan Fakultas Bahasa dan Seni



Prof. Dr. I Made Sutarna, M.Pd.
NIP. 196004241986031002



MOTTO

**“DO YOUR BEST AND GOD WILL GIVE
US THE BEST WAY”**

DEDICATIONS

This thesis is highly dedicated to:

Ida Sang Hyang Widhi Wasa

My Parents:

Gede Hendra Widiarta S.E. and Nyoman Oka Widnyani S.Sos.

My Siblings:

Kadek Anggi Pratiwi Anugraha and Made Evan Hans Aditya

My Examiner and Supervisors:

Ni Putu Astiti Pratiwi, S.Pd., M.Pd.

Prof. Dr. Ni Nyoman Padmadewi, M.A.

Kadek Sintya Dewi, S.Pd., M.Pd.

Beloved Partner

Putu Risma Dewi

My great friends and team

Semeton MFC Singaraja, Pinggan camping team, Guys 4.0, BEMFBS 2021/2022,

G Class ELE 2019, and PjBL team.

ACKNOWLEDGEMENT

First of all, the author wants to express his sincere gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa, for all of the blessings in finishing the thesis entitled “**Project-Based Learning with Technology in Teaching Language Skills Subjects in STKIP Agama Hindu Singaraja: A Study of Need Analysis**”. The author also would like to appreciate all of the people who support and lead the author to finish this research. Therefore, the author would like to say thanks and give the highest appreciation to:

1. Prof. Dr. Ni Nyoman Padmadewi, M.A. as the first supervisor and Kadek Sintya Dewi, S.Pd., M.Pd. as the second supervisor who has given the author full of support and cares to finish this thesis.
2. Ni Putu Astiti Pratiwi S.Pd., M.Pd. as the examiner with great suggestions for this research.
3. Prof. Dr. Putu Kerti Nitiasih, M.A. as the academic supervisor for almost four years guides the author to have good learning activities, especially in English Language Education Study Program.
4. Beloved Family, Gede Hendra Widiarta, S.E. and Nyoman Oka Widnyani, S.Sos. as his parents, the uncles, aunts, and the greatest grandmother Nyoman Madyani. Also, his sister and brother Kadek Anggi Pratiwi Anugraha and Made Evan Hans Aditya for their support, patience, care, and encouragement to the author in completing this research.
5. All of the ELE’s lecturers, who always give meaningful experiences and suggestions along with the completion of this research and lots of care and support for almost four years.
6. The headmaster of STKIP Agama Hindu Singaraja has been so helpful in giving the author access to collect the research data.
7. The language skills lecturers in STKIP Agama Hindu Singaraja as the participant in this research who support the author to collect the data about the need analysis using project-based learning with technology.

8. Beloved partner Putu Risma Dewi. Thank you for loving, caring, supporting, and encouraging each other to finish the study from Senior High School until today.
9. Semeton MFC Singaraja, Pinggan camping team, Guys 4.0, Semeton G class ELE 2019, BEMFBS 2021/2022, and also all my greatest friends in the English Language Education study program that cannot be mentioned one by one.
10. The author's partner in crime, PjBL team for being so helpful and keep motivating the author to finish this research.

The author is fully aware that what is in this research is still far from perfect because of the limitation of the author's knowledge in finishing this thesis. For this reason, the author expects all constructive criticism and suggestions from various parties to be highly appreciated and expected for this research. The author hopes that this research can be useful and beneficial for the development of English teaching in the English Language Education Study Program.

Singaraja, February, 22nd 2023

Gede Angga Pratama Anugraha

TABLE OF CONTENT

ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF FORMULAS	x
LIST OF APPENDICES	xi
CHAPTER I	1
1.1 Research Background.....	1
1.2 Problem Identification.....	5
1.3 Limitations of Study.....	6
1.4 Research Question.....	6
1.5 The Objective of Study.....	7
1.6 The Significance of Study.....	7
CHAPTER II	9
2.1 Theoretical Review.....	9
2.2 Empirical Review.....	30
CHAPTER III	37
3.1. Research Design.....	37
3.2. Research Setting.....	38
3.3. Focus of Research.....	39
3.4. Population and Sample.....	39
3.5. Research Instruments.....	39
3.6. Procedure of Data Collection.....	45
3.7. Validity and Reliability Testing.....	46
3.8. Trustworthiness.....	54
3.9. Method and Technique of Data Collection.....	55
CHAPTER IV	58

4.1 Findings	58
4.2 Discussion	115
4.3 Implication.....	121
CHAPTER V	123
5.1 Summary	123
5.2 Conclusion.....	124
5.3 Suggestion	125
REFERENCES	
APPENDICES	



LIST OF TABLES

Table 3. 1 Need Analysis using CIPP and OEM.....	38
Table 3. 2 The Blue Print of Interview Guide	40
Table 3. 3 The Questionnaire Blue Print.....	43
Table 3. 4 Expert Judgement Result for the Questionnaire.....	46
Table 3. 5 The ratio used in measuring content validity	47
Table 3. 6 Qualification of Empirical Validity.....	49
Table 3. 7 The Questionnaire Validity (Current Condition)	50
Table 3. 8 The Questionnaire Validity (Desired Condition).....	51
Table 3. 9 Ratio Used in Measuring Reliability	53
Table 3. 10 The result of the Questionnaire reliability analysis (Current Condition)	54
Table 3. 11 The result of the Questionnaire reliability analysis (Desired Condition)	54
Table 3. 12 Method and Technique of Data Collection.....	56
Table 4. 1 The kind of technology-based project-based learning in teaching language skills subjects.....	60
Table 4. 2 The findings in the context aspect.....	63
Table 4. 3 The result of the questionnaire in context.....	63
Table 4. 4 The findings in the input aspect.....	71
Table 4. 5 The result of the questionnaire in input.....	72
Table 4. 6 The findings in the process aspect.....	79
Table 4. 7 The result of the questionnaire in process.....	79
Table 4. 8 The findings in the product aspect.....	105
Table 4. 9 The result of the questionnaire in the product.....	105

LIST OF FIGURES

Figure 2. 1 Language Skill Classification	13
Figure 2. 2 Types of Learning	24
Figure 2. 3 The Definition of Need	27
Figure 4. 1 Interviewing and giving a questionnaire to the lecturer (1).....	59
Figure 4. 2 Interviewing and giving a questionnaire to the lecturer (2).....	59
Figure 4. 3 Interviewing and giving a questionnaire to the lecturer (3).....	59
Figure 4. 4 Your institution has a juridical foundation that underlies the use of PjBL in tertiary institutions.....	64
Figure 4. 5 The institution where you teach has a conceptual framework guide that is used by lecturers as a reference for implementing PjBL in class.....	65
Figure 4. 6 RPS on the Listening for Short Statement Course.....	70
Figure 4. 7 RPS on the Speaking Simple Monologue.....	70
Figure 4. 8 Lecturers are pedagogically prepared to implement PjBL.	73
Figure 4. 9 Students are ready to take part in PjBL-based learning.....	73
Figure 4. 10 RPS on the Listening for Short Statement Course.....	77
Figure 4. 11 RPS on the Speaking Simple Monologue Course.	78
Figure 4. 12 Lecturers implement technology-based PjBL in learning.	82
Figure 4. 13 Lecturers use PjBL in the subjects they teach.	83
Figure 4. 14 Learning tools (Syllabus, RPS, RTM, Contract) are available for PjBL-based learning.....	84
Figure 4. 15 The tools prepared for PjBL accommodate the latest issues and policies.	84
Figure 4. 16 Lecturers carry out learning according to the devices that have been prepared.....	85
Figure 4. 17 Design essential questions.	86
Figure 4. 18 Design a project plan	86
Figure 4. 19 Discussion and collaboration give birth to project planning.	87
Figure 4. 20 Activity scheduling	88
Figure 4. 21 Project implementation	88

Figure 4. 22 Monitor the progress and progress of the project.	89
Figure 4. 23 Evaluation	90
Figure 4. 24 Reflection and follow-up	90
Figure 4. 25 The implementation of PjBL-based learning has a flexible learning mode, it can be carried out synchronously with learning through e-learning (asynchronous), or mixed.....	91
Figure 4. 26 Lecturers carry out learning by the guidelines for carrying out PjBL activities that accommodate 6C and other 21st Century skills in learning.	92
Figure 4. 27 Implementation of technology-based PjBL.	92
Figure 4. 28 Assessment of learning	93
Figure 4. 29 Assessment as learning	94
Figure 4. 30 Assessment for learning.....	94
Figure 4. 31 Various forms of assessment are used.	95
Figure 4. 32 The type of assessment used is authentic assessment.	96
Figure 4. 33 The assessment used ensures the achievement of the stated outcome/CP.....	96
Figure 4. 34 RPS on the Listening for Short Statement Course.....	103
Figure 4. 35 RPS on the Speaking Simple Monologue Course.	104
Figure 4. 36 Student learning outcomes are good with the condition that more than 80% pass the courses taught.....	106
Figure 4. 37 Their final score of at least 80% will get a score of 3.0.	107
Figure 4. 38 Based on the lecturer's observation, 21st-century skills including 6C skills are well achieved by students.	108
Figure 4. 39 RPS on the Listening for Short Statement Course.....	113
Figure 4. 40 RPS on the Speaking Simple Monologue.....	113

LIST OF FORMULAS

Formula 3. 1 Gregory Formula.....	47
Formula 3. 2 Content Validity Formula.....	48



LIST OF APPENDICES

Appendix 1 Attachment Letters

Appendix 2 Expert Judgement

Appendix 3 Validity and Reliability Instrument

Appendix 4 Result

Appendix 5 Document Analysis

Appendix 6 Documentation

