THE PERCEPTION OF THE ELEVENTH GRADE STUDENTS OF SMK HANDAYANI UTAMA MUARA ENIM ON THE APPLICATION OF PROJECT BASED LEARNING THROUGH COMIC

A THESIS

By

DEKA SANJAYA

Student Number: 06011181520005

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY INDRALAYA

2021

THE PERCEPTION OF THE ELEVENTH GRADE STUDENTS OF SMK HANDAYANI UTAMA MUARA ENIM ON THE APPLICATION OF PROJECT BASED LEARNING THROUGH COMIC
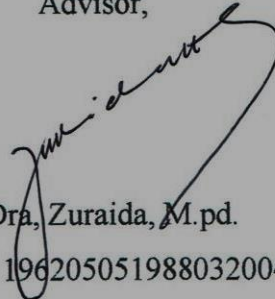
A Thesis by

DEKA SANJAYA

Student's Number: 06011181520005

English Education Study Program

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2021

Approved by,

Advisor,

Dra. Zuraida, M.pd.

NIP. 196205051988032004

Certified by,

Coordinator of English Education Study

Program

Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

THE PERCEPTION OF THE ELEVENTH GRADE STUDENTS OF SMK HANDAYANI UTAMA MUARA ENIM ON THE APPLICATION OF PROJECT BASED LEARNING THROUGH COMIC

DEKA SANJAYA

Student's Number: 06011181520005

This thesis was defended by the writer in final program examination and was approved by examination committee on:

Day   : Tuesday

Date   : December 28th, 2021

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Dra, Zuraida, M.pd.

2. Member   : Hariswan Putera Jaya, S.Pd., M.Pd.

Palembang, December , 2021

Certified by

Head of English Education Study

Program

Hariswan Putera Jaya, S.Pd., M.Pd.

NIP 197408022002121001

THE PERCEPTION OF THE ELEVENTH GRADE STUDENTS OF SMK HANDAYANI UTAMA MUARA ENIM ON THE APPLICATION OF PROJECT BASED LEARNING THROUGH COMIC

ABSTRACT

The objective of this research was to determine Eleventh Grade Students' perception of SMK Handayani Utama Muara Enim on the application of project based learning through comic. Project-Based Learning is a learning model that requires students to be independent so that, they can design and structure their assignments. Comic which is one of the learning media of PBL, Comics are sequences of images that are arranged according to the purpose and philosophy of their manufacture so that the message of the story is convey, comics tend to be given the necessary lettering as needed. The questionnaire and interview were used to collect the data. The sample consisted of sixty students who were chosen from two classes of the eleventh grade students of SMK Handayani Utama Muara Enim who had been distributed the questionnaire and six students from the eleventh grade students of SMK Handayani Utama Muara Enim as the interview participants. There were fifty students had positive perceptions, meanwhile ten students had neutral perceptions, none of the participants had negative perception about the application of project based learning through comic. The results of study, the writer determined from all responses in questionnaire and interview results that most of students had positive perception. In brief, the students had the same perceptions on the application of project based learning through comic were able to improve their reading skills.

Keywords: Project Based Learning, Perception, Comics.

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name   : Deka Sanjaya
NIM   06011181520005

Approved by,

Advisor,

Dra. Zuraida, M.Pd.
NIP. 196205051988032004

Certified by,

Coordinator of English Education Study Program,

Hariswan Putra Jaya, S.Pd., M.Pd
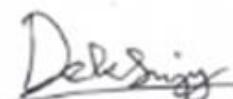NIP. 197408022002121003

ACKNOWLEDGEMENT

By the bless of Allah Subhanahu Wata'ala, this thesis entitled "*The Perception of the Eleventh Grade Students of SMK Handayani Utama Muara Enim on the Application of Project Based Learning through Comic*" was written to fulfill one of the requirements for S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education Sriwijaya University.

The researcher would like to express his gratitude and deepest appreciation to his family and friends for all the supports, encouragements, and prayers. And then, the researcher would like to express his sincere gratitude to his advisors, Dra. Zuraida, M.Pd. for advice, suggestions, guidance, patience and dedication in guiding the researcher to finish this thesis. The researcher is also very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University (Dr. Hartono, M.A.), Head of Language and Arts Education Department Dr. Didi Suhendi, M.Hum., and Head of English Education Study Program, Hariswan Putra Jaya, S.Pd., M.Pd. for their assistance in administrative matters, Unforgettably, the greatest gratitude addressed to all lecturers who kindly taught the researcher during his study.

Last, hopefully that this thesis will be useful to all of the people who need it.

Palembang, December 2021
The Researcher,

Deka Sanjaya

DECLARATION

I, the undersigned

Name   : Deka Sanjaya
Student's Number   : 06011181520005
Study Program   : English Education

Declare that thesis entitled "The Perception of the Eleventh Grade Students of SMK Handayani Utama Muara Enim on the Application of Project Based Learning through Comic" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by Minister of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang,   December 2021
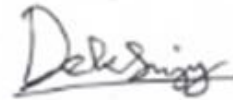The Undersigned,

Deka Sanjaya
06011181520005

DEDICATIONS

This thesis is dedicated to:

- ➢ My beloved parents, older brother, little brother, younger sister, and big family who always support, pray, and help me in completing my thesis.
- ➢ My friends who always help me when I need it.

Palembang, December 2021

The writer,

Deka Sanjaya

CHAPTER I
INTRODUCTION

This chapter presents: (1) background of the study, (2) problem of the study, (3) Objective of the study, and (4) significance of the study.

1.1   Background of the Study

English is not only used as means human communication but also as subject learned at the school in Indonesia. The goal of teaching English is to prepare the students for their future. The students are expected to be able to develop the four language skills that include listening, speaking, writing and reading.

Reading is also a simple activity and the activity that is actively receptive language. Mastering reading in English becomes very important, because many books are written in English such as academic books, magazine, and newspapers. Reading becomes essential because it can increase our knowledge, through reading we can get a lot of information, enjoyment, and problem solution. According to Sutarsyah (2015, p.9), Reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding". Reading can easily be define as the process in which person receives and interpret the messages from printed materials. Reading is the process of how information is processed from the texts into meanings. Starting from the information from the texts and ending with what the reader gains.

Teacher becomes students' facilitators and instructors, giving support and guidance for students and also teacher learning to reading together with students. The students are active participants in the learning process. There some teaching methods used in SCL: Small Group Discussion (SGD), Role-Play and Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Contextual Learning (CL), and Project Based Learning (PBL) (Diem & Lestari, 2016).

Project based learning is also known as a teaching method that focuses on students. Bell claims that (2010, p.39) "Project based learning is a student driven, teacher facilitated approach to learning". Coufalová (as cited in Kalabzová, 2015, p.6), enforced the motto "learning by doing". In PBL students learn by doing, in which they do something in learning. They are not just learning from teacher's explanation, they also do some activities in learning. This is the students work on

the project, instead of lecturing. "PBL presumed realization on project work" Kalabzová (2015, p.6). According to Kalabzova (2015, p.7), PBL provides contacts with reality and can apply the knowledge they have learnt theoretically and the students can try to solve practical problems. Students are challenged to do something in learning.

In English reading in SMK Handayani Utama Muara Enim, some courses use Project based learning in teaching and learning. One of them is comics since it can encourage students to read and is attractive to the majority of students. According to Gerlach and Elly (1980, p.245), While selecting appropriate media, the teacher must analyze the characteristics of the pupils that are directly related to the learning process, such as verbal capacity, visual and aural perception skills. The organization of groups, the time allotted, and the location where the media will be used are all factors to consider when purchasing media, all of which are derived from our instructional system model.

In this study, the writer needs such kind of the effectiveness comic media in students learning. If the method is worked then this research are good and compatible with student's ability. More learning, more new thing you get. Comics are media can improve reading achievement, because comics are similar to other forms of reading. Krashens' work contains citations about comic book reading experiences; Haugaard (1973, p.90) describes her comic book reading experiences. " As the mother of three boys who, one after the other, were notoriously uninspired to read and had to be persuaded, coaxed, and frightened into doing so, I commend comic books for being a conduit, if not a contributor, to culture. My oldest son read a comic book for the first time because he wanted to.

Collier's Encyclopedia in Royanti (2007, p.12) describes comic as "term applied to a series or sequence of closely related highly stimulating drawing which differs from the ordinary cartoon in that they are not necessarily, but some artist make some of them serious, mysterious, and adventurous" Some types of comics include war crime, true stories, and biography, as well as jungle adventure, animal cartoons, fun and humor, love, interest, and retold classics.

Meanwhile, based on English Proficiency Index (EPI) 2018, Indonesia was at a low level and ranks 51th out of 88 countries in the world for mastering English skills with a decrease in score to 51,58 from 52,14 in 2017. This score places Indonesia in 13th position out of 21 countries in Asia with the score of 53,94. Within South Sumatera Province itself, the citizens' English literacy performance is still problematic and English achievement of senior high school students in there is still low, that is 58,51 (Diem & Lestari, 2016).

These studies show that students' impressions of Project Based Learning (PBL) as a learning tool do not match the designers' goals. These studies, on the other hand, look at students' impressions on a more general level, rather than at the level of the PBL environment's essential variables. Furthermore, while these studies discuss the importance of students' prior experiences with teaching and learning in shaping their perceptions, there is little evidence of the impact of the educational context in which the PBL environment is situated, or whether students' prior experiences with PBL have an impact. Finally, the majority of research has been done in the field of medical education. In other fields, there is no comparable research on students' perceptions.

Project Based Learning is a solution to problems because this learning model is student centered, emphasizes the context of problems related to the real world, helps students build their own knowledge, helps build attitude skills (Affective) and student skills (Psychomotor), and reduces student burden. in memorizing material. According to Saefuddin & Ika Berdiati (2014, p.8) Project-based learning is a teaching style that starts with a problem as the starting point for gathering and integrating new information based on factual experience.

From another point of view, the teacher then handed out the comics to the students to read, instructing them to do so two or three times. After that, students might search the text for language that they don't understand. According to Krashen (2003, p.60), comics that will be used as learning medium should be something that students are already familiar with, or at the very least the visual should be attractive enough.

Based on the reasons above, the writer is interested to do a research related to the problem. In this case, the writer will choose SMK Handayani Utama Muara Enim's Eleventh Grade Students. The writer will conduct this research entitled **"The Perception of the Eleventh Grade Students of SMK Handayani Utama Muara Enim on the Application of Project Based Learning through Comic".**

1.2   Problem of the Study

The problem of the study is formulated in the following question "what does Eleventh Grade Students of SMK Handayani Utama Muara Enim perceive on the application of project based learning through comic?"

1.3   Objective of the Study

This study is aimed to find out Eleventh Grade Students' perception of SMK Handayani Utama Muara Enim on the application of project based learning through comic.

1.4   The Significance of the Study

It is expected that this study can be useful and give contribution for:

1. For the teachers, this study's findings are likely to benefit teachers, students, writers, and others by providing useful information on reading. The author expects that by creating a comic, it would be able to provide teachers with accurate information about the results as well as information about students' perceptions of project-based learning.

2. For the students, the writer thinks that this study will increase their desire to learn to read as well as their awareness of reading achievement. The author also expects that other researchers will be able to use this study to expand their future research on these traits, and this study will be expanded depending on more studies and research.

3. For the future researcher, it is expected can gain more knowledge about education.

REFERENCES

Altman, S., Valenzi, E., & Hodgetts, R. M. (1985). *Organizational behavior: Theory and practice*. Orlando, Florida: Academic Press, Inc.

Apuke, O. D. (2017). *Quantitative Research Methods: A Synopsis Approach. Kuwait Chapter of Arabian Journal of Business and Management Review*, *6*(11), 40–47. https://doi.org/10.12816/0040336.

Bell, S. (2010). *Project-based learning for the 21st century: Skills for the future. Clearing House: A Journal of Educational Strategies*, Issues and Ideas, 83(2), p. 39-43.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design Choosing Among Five Approaches* (4th Edition ed.). California: Sage Publishing.

D. Isriani and D. Puspitasari (2015). Teori, Konsep, dan Implementasi Strategi Pembelajaran Terpadu Relasi Inti Media Group, Yogyakarta.

Diem & Lestari. (2016). *Problem Based Learning (PBL).* California: Sage Publishing.

Dzakiyyah Nur Rahmah. (2019). *The Students' Perception about The Implementation of Project Based Learning in A Material Design Course at English Language Education Department in a Private University in Yogyakarta*. Universitas Muhammadiyah Yogyakarta.

E. Mulyasa, (2014). *Implementasi Kurikulum 2013*. Bandung: PT Remaja Rosdakarya.

E. Widiasworo, (2016). *Strategi Dan Metode Mengajar Siswa Diluar Kelas (Outdoor Leaning) Secara Aktif, Kreatif, Inspiratif, Dan Komunikatif*. Yogyakarta: Ar-Ruzz Media Group.

Elizabeth, Teale, William H, Sulzby. (2004). *Emergent Literacy:Writing and Reading*: Ablex Publication Corp. University of Minnesota.

English Proficiency Index (EPI) (2018) online: https://wartakota.tribunnews.com/2018 diakses 28 August 2021

Etikan, I, et.al. (2015). *Comparison of Convenience Sampling and Purposive Sampling. American Journal of Theoritical and ApplieStatistics, 5*(1), 1. http:// doi/ 10.11648/j.ajtas.20160501.11.

Fraenkel, J.C, and Wallen, N.E. (2006). *How to Design and Evaluate Research in. Education.* New York: McGraw-Hill, inc.

Gerlach & Ely. (1980). Boston, MA: Allyn and Bacon. Copyright 1980 by: Pearson Education.

Hamaheck (1995, *Core Competence And Education*, Kluwer Academic:Publishers.

Haugaard, Jeffrey J. (2008). *Child Psychology*. New York: Mc Graw Hill. Hooper Nick & Gary Holmes (2000), Core Competence And Education, Kluwer Academic Publishers.

Hugerat, M. (2016). *How teaching science using project-based learning strategies affects the classroom learning environment*. *Learning Environments Research*, *19*(3), 383-395. https://doi.org/10.1007/s10984-016-9212-y.

Haines, Heppner, P. P., & Petersen, C. H. (1989). *The development and implications of a personal problem-solving inventor*y. *Journal of Counseling Psychology, 29(1), 66.*

Kavlu Choi, E., Lindquist, R.,(2014). *Effects of problem-based learning vs. traditional lecture on Korean nursing students' critical thinking, problemsolving, and self-directed learning. Nurse education today*, *34*(1), 52-56.

Koentjaraningrat. 2010. *Pengantar Ilmu Antropologi*. Jakarta: RinekaCipta. Krashen, S.

2003. *Explorations in Language Acquisition and Use: The Taipei*.
Lectures. Portsmouth

Levin, J.R and Mayer, R.E. (2004) _*Understanding illustrations in text*', in Brinton, B.K., Woodward, A. and Brinkley, M. (eds.). Learning from textbooks, Erlbaum, pp 95-113.

Lindsay, Peter and Donald A.Norman (1977) *Human Information Processing : An Introduction to Psycology*, 2nd edition, New York; Academic Press.

M. Daryanto and M. Rahardjo (2012). Gava Media, Yogyakarta, Model Pembelajaran Inovatif.

M. Fathurrohman, (2016). Model Pembelajaran Inovatif: Pembelajaran Alternatif yang Menyenangkan. Ar-Ruzz Media Group, Yogyakarta.

Milena Kalabzová. (2015). *The Application of Project Based Learning In The English Classrooms.* University of West Bohemia.

Murcia, Celce- M. (2001). *Teaching English as a Second or Foreign language*.
Boston: Heinle and Heinle.

Richards, Jack C and Richard Schmidt. (2000). *Longman Dictionary of Language Teaching and Applied Linguistics*.London: Pearson Education Limited

Royanti. 2007. *The Use of English Comics to Improve Students' Ability in Story Retelling: The Case of 8th Year Students of SMPN 1 Bojong Pekalongan in the Academic Year 2006/2007*. Thesis. Semarang: Faculty of Languages and Arts, State University of Semarang.

Saefudin, A & Berdiati, I. (2014). *Pembelajaran Efektif.* Bandung: PT Remaja Roskadarya.

Slameto. 2010. *Belajar dan faktor-faktor yang Mempengaruhinya*. Jakarta: PT. Rineka Cipta.

Sugiyono. 2016. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : ALFABETA.

Sutarsyah, P Nation, G Kennedy.(2015). *How useful is EAP vocabulary for ESP? A corpus based case study*. RELC journal 25 (2), 34-50.

J.W. Thomas, 2000. A Review of Project-Based Learning Research. Electronic. Journal of Science Education.

Walgito, Bimo. 2003. *Psikologi Sosial.* Yogyakarta : C.V Andi Offset.