

**The Application of Project-Based Learning (PBL) Through  
Storyboard to Improve Reading Achievement of the 10th Grade  
Students of SMA Srijaya Negara Palembang**

**A Thesis**

**by**

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**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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## DECLARATION

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I hereby declare that the thesis entitled:

**“The Application of Project-Based Learning (PBL) Through  
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Was conducted independently and prepared without unjustifiable assistance. All quotes written and/or thoughts of others used in the thesis, either from published sources or not (including from books, journal, articles, lecture notes, assignments other students, and others), have been cited properly in accordance to the rules of academic standard and regulations.

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However, the researcher realizes that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, Juli 2020

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## **The Application of Project-Based Learning (PBL) Through Storyboard to Improve Reading Achievement of the 10th Grade Students of SMA Srijaya Negara Palembang**

### **ABSTRACT**

Project-Based Learning is a learning model that requires students to be independent so that, they can design and structure their assignments. Storyboard, which is one of the learning media of PBL, is a visual image that conveys a story in a logical order. This study was aimed at finding out (1) whether there was any significant difference in students' reading achievement of the 10th grade students of SMA Srijaya Negara Palembang between before and after they are taught through PBL, (2) whether there was any significant difference in students' reading achievement of the 10th grade students of SMA Srijaya Negara Palembang between the experimental group who are taught through PBL and the control group who are not, and (3) how are the students' perspectives on the use of PBL in learning reading. This study used quasi experimental method. The subjects of this study were 72 students of the tenth grade students of SMA Srijaya Negara Palembang. The pre-test, post-test, and the questionnaire were used to collect the data. The results showed that there was a significant improvement in the students' reading achievements after using Project-Based Learning with a significant level of 0.000. This indicates that the implementation of Project-Based Learning helps the students' of experimental group improve their reading achievement. In addition, the results showed that there was a significant improvement in the students' reading achievement who were taught by Project-Based Learning with a significant level of  $< 0.05$ . For the questionnaire, the results showed that after the students of experimental group got the treatment by using Project-Based Learning model, most of the students strongly agreed with the implementation of Project-Based Learning in the classroom. Storyboard mostly providing images was very interesting learning media for students. Students' positive responses implied that Project-Based Learning is effective for students to improve students' reading achievement.

*Keywords: Project-Based Learning, storyboard, reading achievement*

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# CHAPTER 1

## INTRODUCTION

This chapter describes (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

### 1.1 Background

Based on 21st century competence (cognitive, interpersonal, and intrapersonal), the government, in this case the Ministry of Education and Culture, issued a breakthrough to improve the quality of education to be able to compete, producing graduates ready to compete globally in the future. The breakthrough was through the implementation of the 2013 curriculum, in other words, that implementation was actually intended to answer the challenges of the times to education, that is to produce graduates who were competitive, innovative, creative, collaborative and have good character. The 2013 Curriculum is useful for developing students' abilities based on students' interests and needs and can improve students' cognitive abilities (Putra, 2014; Gunawan, 2011a & 2011b).

In the 2013 curriculum, English is one of the subjects that must be learned by students. Besides speaking and writing, students are used to reading and understanding, summarizing and re-presenting the meaning of the text in their own language. For reading, the students are expected to be able to understand the text meaning and represent what they have read in their own language.

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).

For the students' reading achievement, the PISA study showed reading performance of Indonesian students in 2012 and 2015 are as follows: Indonesia

ranked 64 out of 65 countries in 2012; and Indonesia ranked 62 out of 70 countries in 2015. The report shows that reading performance of Indonesian students has improved over the periods but it is still considered as weak country for literacy.

Referring to the 2013 curriculum, a scientific approach is recommendation for teachers in the teaching and learning process in the classroom. Tang (2009) says that scientific approach has the characteristics of “doing science”. This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning. In Minister of Education and Culture Regulation No.22 of 2016, it is stated that there are 4 learning models to strengthen the scientific approach in the learning process in the classroom, one of them is Project-Based Learning (PBL). Boss and Krauss (2007) define Project-Based Learning is an activity that requires students to explore open-ended questions and extend their skills to create effective outcomes. That way of learning will engage students to be more independent in deciding which options is better, especially in a groupwork.

Bell (2010) explained that Project-based learning (PBL) is a creative learning approach that teaches a variety of success-critical approaches in the 21st century. Project-Based Learning (PBL) provides opportunities for students to learn deep content knowledge and 21st century skills. While PBL practices vary depending on grade level and subject area, projects should allow for some degree of student voice and choice, and should be carefully planned, managed, and assessed to connect rigorous academic content to 21st Century Skills (such as collaboration, communication & critical thinking) through student development of high quality, authentic products and presentations (e.g., Markham, Mergendooler, Ravitz & Learner, 2003). Project-Based Learning involves students in complex activities that, through application, build skills and knowledge. The aim is to design, plan and execute a project that generates a publicly displayed production such as a product, publication, or presentation.

The George Lucas Educational Foundation (2005) developed the six steps of Project-Based Learning model, as follow: (1) start with the essential question, it means that taking topics that fit the realities of the real world and begin with an in-depth investigation, (2) design a plan for the project, it means that the preparation is done in partnership with teachers and learners, so that students are expected to feel “own” the project, (3) create a schedule, it means that teachers and students work together to coordinate plans for the assignment to be completed, (4) monitor the students and the progress of the project, it means that the teacher is responsible for monitoring students’ activities during project completion, (5) assess the outcome, it means that assessment to assist the teacher in the analysis of the process and the research outcome, and (6) evaluate the experience, it means that students are expected to express their feelings and perception as the project is completed. In order to improve performance during the learning process, teachers and students create discussions.

There are so many projects that can be done by using Project-Based Learning model to enhance students’ reading achievement, one of them is storyboard. According to Varvel and Lindeman (2005) storyboard are a means of portraying data structure, organization, content and links in a visual way to create a conceptual idea of knowledge, place, context and appearance. Doherty and Coggeshall (2005) state that storyboarding as a type of post-reading activity that could bring a large number of benefits to the students. For example, storyboard improves the organization, time management and planning of the students because it allows them to organize and picture their ideas before writing them using words. Storyboards also allow students to use various reading techniques such as previewing, visualizing, illustrating, summarizing, sequence understanding, identifying key ideas and descriptions, identifying important information and many more. Last, storyboard promotes the integration of reading and writing during class instruction since students are expected to describe their illustrations in detail. According to Smeda (2012) the teachers are prepared to provide this support through a series of steps to create a storyboard because students have different levels and experiences, as follows: (1) brainstorm, (2) storyboard, (3)

search the material, (4) creating the story, (5) editing and feedback, and (6) presentation and evaluation. According to Vanbaren (2017) a storyboard must contain several key elements in order for it to be effectively used to produce films or books as follows: (1) story, (2) characters, (3) dialogue, and (4) time frame.

There have been several previous studies about PBL. Chu's (2011) study. The study examined the impacts of a group project inquiry approach on primary school students' reading skills. Analysis of quantitative and qualitative data showed positive effects on the ability and attitudes of the students to read. Attitudes of students and self-perceived skills affect the improvements of reading abilities. Finally, enhancements in the students' reading comprehension, reading speed, and vocabulary were seen. These results provided evidence and suggestions to help further Project-Based Learning enquiry implementation in primary schools.

Poonpon's (2008) research examined the views of learners on (1) incorporating project-based learning in a language classroom to enable learners to apply their language skills and knowledge of their specific area of research to complete an assignment, and (2) how project-based learning could improve their four skills of English (i.e. listening, speaking, reading and writing). Findings of the study showed how to implement the interdisciplinary-based project in a language classroom to improve English skills for the learners.

Maulida's (2017) study about the effect of storyboard technique on reading narrative text ability. The result of SPSS shows that the implementation of 'storyboard' has beneficial effects as a technique in teaching reading comprehension.

SMA Srijaya Negara Palembang is one of the schools that applies the 2013 curriculum. Based on the interview with one of the English teachers in that school, all of the students have problems in mastering English skills. According to the teacher, the main cause of this problem is students rarely read the text given by the teacher because the text is long and not very interesting, while students have little vocabulary mastery. One of the habits of the teacher in learning is the teacher asks students to read the text for a certain time, then ask questions

individually. This problem inhibits students learning because it is still teacher centered and teacher is lack of innovation in teaching. Students creativity does not emerge. Those learning problems might be solved by using Project-Based Learning model that emphasizes student centered and also storyboard can improve students creativity to produce something that requires students to be more independent, creative and innovative.

Teaching procedures that will be applied in this study is to give a project to students to read various story of narrative text based on their reading level through storyboard. Story that will be used is level 3, which is the student's reading level. Story include legend, folklore, myth, and fable. The researcher will divide students into 5 groups, then explain about narrative text and share ideas with students. After that, the researcher will give same story to each group based on the order of levels from 3 to 5. The story will be different on each level. First, the researcher will give students story in level 3, then the researcher explains the structure of narrative text of the story and share ideas with students. Second, the researcher will give students story in level 4, then the researcher explains the structure of the narrative text of the story and shares ideas with students. Third, the researcher will give students story in level 5, then the researcher explains the structure of the narrative text of the story and shares ideas with students. After discussing the story in order of levels, the researcher will share 5 stories for 5 groups. The story use to create storyboard is level 5 and will be chosen randomly by each group to create storyboard manually, which is drawing on the paper. Story in level 5 is used because students are considered able to understand story through discussion of the story based on the order of levels.

Based on description above, the researcher is interested in conducting a study to find out whether Project-Based Learning could enhance reading achievement of the students, especially at the 10th grade of SMA Srijaya Negara Palembang.

## **1.2 Problems of the Study**

The problems of the study are summarized in the following questions :

- 1) Is there any significant difference in students' reading achievement of the 10th grade students of SMA Srijaya Negara Palembang between before and after they are taught through PBL?
- 2) Is there any significant difference in students' reading achievement of the 10th grade students of SMA Srijaya Negara Palembang between the experimental group who are taught through PBL and the control group who are not?
- 3) How are students' perspective on the use of PBL in learning reading?

## **1.3 Objectives of the Study**

Based on the problems mentioned above, the objectives of the study are to find out:

- 1) There is a significant difference in students' reading achievement of the 10th grade students of SMA Srijaya Negara Palembang between before and after they are taught through PBL.
- 2) There is a significant difference in students' reading achievement of the 10th grade students of SMA Srijaya Negara Palembang between the experimental group who are taught through PBL and the control group who are not.
- 3) To know students' perspective of the 10th grade students of SMA Srijaya Negara Palembang of PBL in the learning process by filling out a questionnaire.

## **1.4 Significance of the Study**

For students, researcher hopes students will understand more about The 2013 Curriculum and hopefully can improve their reading achievement through Project-Based Learning. For teachers, researcher hopes this study can be a

reference to illustrate Project-Based Learning model to enhance reading achievement of the students. And for the future researcher, this study can gain more knowledge about education.

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