

**STUDENT'S PERCEPTION TOWARDS THE IMPLEMENTATION OF
TEAM BASED PROJECT IN INTERMEDIATE READING CLASS
AT ENGLISH DEPARTMENT UNP**

THESIS

*Submitted as a Partial Fulfilment of the Requirements to Obtain Bachelor
of Education (B.Ed) in English Language Education Program*



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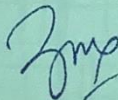
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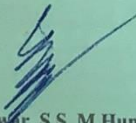
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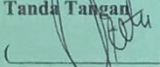

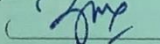
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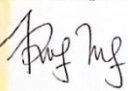
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ABSTRACT

Wahyudi, Tri (2022). *Students' Perception Towards the Implementation of Team Based Project in Intermediate Reading Class at English Department UNP*. Thesis. Faculty of Languages and Arts. Universitas Negeri Padang.

Team Based Project comes as one of the learning methods that can improve students' academic and non-academic skills but still unfamiliar for the students. The purpose of this study is to describe students' perceptions towards the implementation of Team Based Project in intermediate reading class at English Department UNP and the benefits of Team Based Project. This research used descriptive quantitative research. The sample for this research was 59 students of English Department in Universitas Negeri Padang who have taken Intermediate reading course. The data collection technique used in this research was a questionnaire with 6 indicators through google form application and interview with 9 students who were selected through their answers of the questionnaire. The results of this study indicated that the majority of Intermediate reading students in English Department had a positive perception of the implementation of Team Based Project. The students agree that the use of Team Based Project motivates students to learn and be more active in class, improves students' collaboration and communication skills, and improves their time management skills. To conclude that the students in Intermediate reading class have positive perception toward the implementation of Team Based Project and also the students can get several benefits from the implementation of Team Based Project.

Key Words: Perception, Team Based Project, Reading

ABSTRAK

Wahyudi, Tri (2022). *Students' Perception Towards the Implementation of Team Based Project in Intermediate Reading Class at English Department UNP*. Tesis. Fakultas Bahasa & Seni. Universitas Negeri Padang.

Team Based Project sebagai salah satu metode pembelajaran yang dapat meningkatkan kemampuan akademik dan non-akademik mahasiswa tetapi masih kurang familiar bagi mahasiswa. Tujuan dari penelitian ini adalah memaparkan persepsi mahasiswa terhadap implementasi dari *Team Based Project* pada kelas *Intermediate reading* di Departemen Bahasa Inggris UNP dan kelebihan dari *Team Based Project*. Metode penelitian ini menggunakan penelitian deskriptif kuantitatif. Informan dalam penelitian ini adalah 59 mahasiswa yang mengambil matakuliah *Intermediate reading* di Jurusan Bahasa Inggris, Universitas Negeri Padang. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner dengan 6 indikator melalui aplikasi *google form* dan wawancara dengan 9 mahasiswa yang dipilih melalui hasil kuesioner. Hasil dari penelitian diketahui bahwa mayoritas mahasiswa *Intermediate reading* Jurusan Bahasa Inggris memiliki persepsi positif atau baik terhadap pengimplementasian *Team Based Project*. Mereka setuju beranggapan bahwa penggunaan *Team Based Project* dikelas memotivasi siswa untuk belajar dan lebih aktif dikelas, mandiri, meningkatkan kemampuan kolaborasi dan komunikasi siswa, dan meningkatkan kemampuan mengatur waktu. Dapat disimpulkan bahwa mahasiswa di kelas *Intermediate reading* memiliki persepsi positif terhadap implementasi *Team Based Project* dan dapat mengambil berbagai manfaat dari pengimplementasian *Team Based Project* itu sendiri.

Kata Kunci: Persepsi, *Team Based Project*, Membaca

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In finishing this thesis, there are many parties who help, give advice and motivation, support to the researcher. So that, the researcher wants to express his gratitude and appreciation to all of them. First of all, the researcher would like to express the deepest appreciation to his beloved parents, her mother Rahmayulis for sincere love, support, pray, and life motivation and her father Helman who has work hard to make his children’s dream come true. Then, the researcher also would like to express the deepest appreciation to his beloved brother, Ahmad Agus Nanda & Wahyuda Illahi for all of support.

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Padang, August 2022

Tri Wahyudi

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity that can improve the ability to understand written text. By having the ability to understand written text, everyone can get many information easily from what they have read, to increase their knowledge. That is why many experts believe that reading activity is a key for getting every single of information and knowledge.

In the education context, reading cannot be separated from students. Reading should be done regularly by students along with listening, speaking, and writing, especially, for English Department students as a language student. No wonder if English students have several subjects that focused on reading in the curriculum.

Even though language students have several subjects that focused on reading, but they still have low ability in reading. It is proven by research done by Safura and Helmanda (2020), with title “The Analysis of English Department Students’ Ability in Mastering Reading Text of Muhammadiyah Aceh University”. The finding of this research revealed that the students’ reading ability was categorized in poor level. Besides, the result also indicated that the main problem in reading lesson is that the methods used and the class situation. Usually, it happens because the students not really feel engage in reading class, they less involved in reading process. As a result, they have low ability in reading. Because of that, the right solution is needed in order to decrease their difficulties that occur in reading class and also to improve students’ reading ability.

Based on that reality, the English teacher should find the appropriate method in teaching reading to help the students solve that problem. The method that will be use should give the students stimulus to learn more about reading. The government, especially The Ministry of Education and Culture, proposes

a solution through the IKU PTN (*Indikator Kinerja Utama Perguruan Tinggi Negeri*) that Team Based Project is one of the learning methods that can improve students' ability in any field, including reading. More than that, the government believe that the implementation of Team Based Project can improve students' skill in academic and non-academic 21st-century skills.

Team Based Project also known as Project Based Learning. Both of them have the similar concept. We could say Team Based Project as the newest version of Project Based Learning. Actually, in implementing Team Based Project in the class, the lectures use Project Based Learning theory as the reference. According to Devkota, Giri & Bagale (2017), Project Based Learning is a realistic research-based teaching approach in which students collaborate with other students, both within and outside the classroom to develop, construct, and evaluate what they have developed or built. It can be used to help students to build 21st-century skills, as Team Based Project or Project Based Learning has been proven to develop non-academic 21st-century skills, including collaboration and critical thinking (Barron & Chen, 2008). In the same way, Stivers & Goodman (2010) states Project Based Learning improves students' awareness of 21st-century skills such as critical thinking, communication, cooperation, creativity, and innovation. Students are motivated to learn the knowledge and skills that will be useful in the real world. It is similar to IKU PTN (*Indikator Kinerja Utama Perguruan Tinggi Negeri*) and Education and Culture Ministry policy, No. 68 year 2013, that are to realize students' potential to produce Indonesian citizens, who are productive, creative, innovative, skilled, competitive, collaborative, and autonomous.

Although Team Based Project is a recommended learning method in this century, but it still has the lack. In implementing Team Based Project in the class, it has both positive and negative side. For instance, using Team Based Project can help students to improve their 21st-century skills, but it will take time to implement because students need to create a final product as the project

result. As a result, students in the reading class may have different perspective of Team Based Project.

There are several previous studies have been conducted about Team Based Project. First, Indrowaty & Faizah (2021) done a research related to the implementation of Project-Team Based Learning Method on *Sakubun* Online Learning. Moreover, Rosidah & Pramulia (2021) also conduct a research related Team Based Project, however it is not specifically discuss about Team Based Project as skills development strategy for developing student learning in the department of primary school teacher education, but also discuss about Case Method. Other researcher that has related topic to this research is Tekad & Pebriana (2021), conducted a study in the Politeknik Negeri Tanah Laut that focusing on the effect of the Team-Based Project on communication skills and collaboration skills in *Bahasa* subject.

To sum up, the previous studies mostly focused on the implementation of Team Based Project in the various learning process of some department, such as Japanese, Primary School Teacher Education and also *Bahasa* Department. There is no study about the implementation of Team Based Project that focused on English learning process, reading purposes specifically. Even though there is research about students' perception that focused on the implementation of Project Based Learning in reading class, but it still only a few research that conducted it. In this study the researcher will focus to analyze the students' perception towards the implementation of Team Based Project in Intermediate reading class. By knowing students' perception towards the implementation of Team Based Project in reading class, a suitable learning will be created based on their needs.

B. Identification of the Problems

Based on the background of problem above, the identification of the problem in this study are as follows. There are several problems that students faced in reading class. Students have low ability in reading. It happens because

the students not really feel engage in reading class. It makes the students less involved in learning process. Not only it, the students also have lack of motivation. Usually, the main cause of the problems that students faced in reading class are the method used by the lecturers and the class situation. Actually, there are several of teaching methods proposed by IKU PTN in order to help students in facing 21st century. One of them is Team Based Project/ Project Based Learning. Team Based Project, as one of the teaching methods, has been recommended to improve non-academic skills that important in the 21st century, such as collaboration and critical thinking skills. Team Based Project as one of the methods used in the IKU PTN may have some advantages and disadvantages for the students to use in the classroom. This led into different perspective of students in Team Based Project. As students, their perception towards Team Based Project is important because it can help us to create the suitable learning method in reading class.

C. Limitation of the Research

Based on the identification above, the research is limited into analysing students' perception towards the implementation of Team Based Project in intermediate reading class at English Department of Universitas Negeri Padang.

D. Formulation of the Problems

Related to the limitation of the problem above, the writer formulated the problem into "What are students' perception towards the implementation of Team Based Project in intermediate reading class at English Department of Universitas Negeri Padang?".

E. Research Question

Based on the formulation, The research questions were formulated as follow:

1. What are students' perception towards the implementation of Team Based Project in intermediate reading class?

2. What are the benefits of Team Based Project in intermediate reading class?

F. Purpose of the Research

Considering the research questions above, the purpose of this research could be generalized as follow:

1. To find out students' perception towards the implementation of Team Based Project in intermediate reading class.
2. To find out the benefits of Team Based Project in intermediate reading class.

G. Significance of the Research

The writer hopes that the result of this research gives some benefits for the readers. Firstly, this study is expected to give contribution for the English Education program, especially related to the implementation of Team Based Project in intermediate reading class at English department of UNP. Second, this study is expected to give information to the readers about students' perception towards the implementation of Team Based Project in intermediate reading class. By knowing students' perception, a suitable learning will be created based on their needs. This research is also expected to be a reference for those who want to research the same cases.

H. Definition of the Key term

In understanding the topic of this research easily, the writer would like to present the definition of key terms, they are:

1. **Perception** can be defined as the ability to see, hear or become aware of something through the senses, a belief or opinion, often held by many people and based on how things seem.
2. **Team Based Project** refers to an active learning method that is used as a project as a media that focuses on students' ability to develop their skills, and it could make the students' learning process more valuable.
3. **Reading** is the process to get, to understand, and to catch the content of the meaning from the written text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion that have been presented in the previous chapter about the students' perception towards the implementation of Team Based Project in Intermediate reading class at English Department UNP, the researcher concludes that there are six indicators; questioning, designing, scheduling, monitoring, assessing and evaluating. First, the students' perception about questioning in implementation of Team Based Project is positive. Second, the students' perception about designing in implementation of Team Based Project is positive. Third, the students' perception about scheduling in implementation of Team Based Project is positive. Fourth, the students' perception about monitoring in implementation of Team Based Project is positive. Fifth, the students' perception about assessing in implementation of Team Based Project is positive. Sixth, the students' perception about evaluating in implementation of Team Based Project is positive. From the various indicators above, students' perception towards the implementation of Team Based Project in Intermediate reading class at English Department UNP is positive.

In addition, most of the students who have chosen to be the representative of the sample believe that there are several benefits that they got in implementation of Team Based in Intermediate reading class. Those are improving students' motivation to study about reading, improves students' skills (problem solving, collaborative, communication, managing resources, organizing project), involves students to implement students' knowledge in the real world and also make the learning atmosphere fun.

B. Suggestion

Based on the findings, some suggestions are proposed:

1. The lecturer

It is recommended to be able to implementing Team Based Project more properly and attractively, so that students' perceptions of Team Based Project are increasingly positive, and students find it easier to follow the learning process. Thus, students will enjoy to take part in the learning process.

2. The students

It is suggested that the students take the learning process seriously, so it will make the learning process that using Team Based Project more effective and efficient. This research can be used as material to add insight into Intermediate reading learning to students in increasing knowledge and being adequate information, especially for related parties.

3. The next researcher

This research is expected to give benefits for the other researchers who want to conduct the same topic, it is suggested to conduct research in other setting to have variation research that will give different results.

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