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PROJECT-BASED LEARNING USING DIGITAL COMICS TO IMPROVE WRITING SKILL OF EXPERIMENTAL REPORT TEXT

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1. THE FORM OF PROJECT-BASED LEARNING USING DIGITAL COMICS

- Project-based learning using digital comics is used to improve writing skill of experimental report texts on the ninth grade. It modifies the syntaxs that are ever carried out by Umar (2016)
- namely (a) Pre-project; (b) Phase 1: Identifying Problems; (c) Phase 2: Designing and Project Implementation Schedule; (d) Phase 3: Conducting Research; (e) Phase 4: Develop a Product Draft/Prototype; (f) Phase 5: Measure, Assess, and Improve Projects; (g) Phase 6: Finalization and Publication; (h) Post-project



Project-based learning (Umar, 2016)	Project based learning using digital comics*
Pre-project	In this step, the researchers prepare a digital comic to help students to understand the project that will be made. Digital comics created are related to the experimental report text material. The researchers create digital comics about making colour discs. In addition, the researchers also confirm to prepare a report on the results of a systematic experiment in making colour discs.
Phase 1: Identifying Problems	In this step, students make observations in the sun outside the open space. Based on observations in sunlight, students identify and formulate problems.
Phase 2: Designing and Project implementation Schedule	By observing the digital comics, students can design colour disc designs to answer the problem formulation. In this step, students also make a schedule for the implementation of the design and the division of their respective tasks.
Phase 3: Conducting Research	At this stage, students collect data about the rays produced by the sun and analyse and can read material on digital comics. Based on this data, students can begin to plan products to prove that light actually appears in the sun.
Phase 4: Develop a Product Draft/Prototype	In this step, students begin to design product drafts/prototypes that can be seen on digital comics. Drafting is not out of the formulation of the problem created.
Phase 5: Measure, Assess, and Improve Projects	In this step, students assess and see the product that has been made, whether there is anything that needs to be improved by paying attention to the steps in the digital comic, after reviewing the product made, the creator (student who makes) also needs to show the product to their peers to review it.
Phase 6: Finalization and Publication	In this step, students can do a final check on the shortage of products that have been made. After that, students can present the products made in front of the class.
Post-project	In this step, the teacher provides an assessment, reinforcement and suggestions for the product made. In addition, students also collect reports on experiments that have been made

SYNTAX

INTERPRETASI DATA THE DIGITAL COMICS
USED TO ASSIST PROJECT-BASED LEARNING CAN BE SEEN IN THE FOLLOWING FIGURE.



2. THE IMPROVEMENT OF WRITING SKILL IN EXPERIMENTAL REPORT TEXTS ON PROJECT-BASED LEARNING USING DIGITAL COMICS

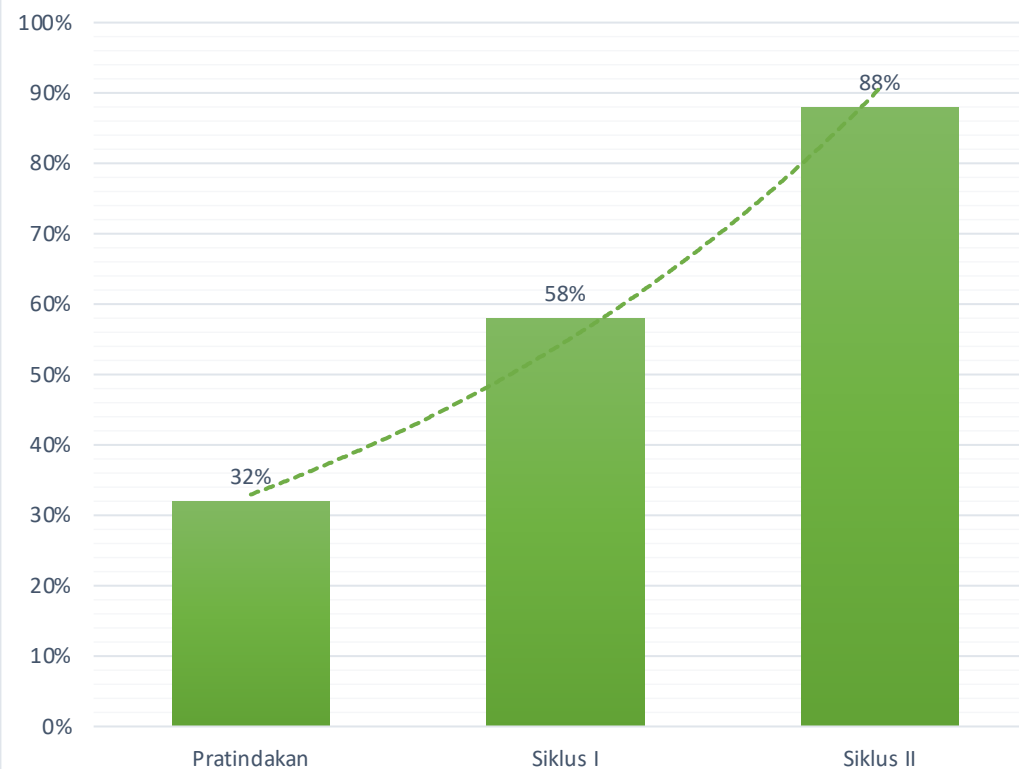
- In the pre-action, there are still many ninth grade students who get score under the passing grade. Based on the scores obtained by the students, it can be determined that the presentation of the students' completeness in writing experimental report text in the pre-action is 16 students (a score above the passing grade) or 32%.
- In cycle I, after the researchers implement project-based learning using digital comics, the ninth grade students' scores on writing test are improved. This increase can be seen from the students' completeness in writing test, there are 29 students who have completed (the score is above the passing grade) or as much as 58%
- In cycle II, after researchers evaluate the shortcomings of project-based learning using digital comics in cycle I, researchers implement project-based learning using better digital comics. After the end of class, the ninth grade students' scores for writing experimental report texts improved better than cycle I. This increase can be seen from the students' mastery in writing experimental report texts, there are 44 students who complete (the scores are above the passing grade) or 88%.





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Persentasi Keberhasilan



Conclusion

The conclusions of this study are, 1) to implement project-based learning using digital comics, researchers apply learning syntax starting from (1) pre-project, (2) phases, and (3) post-project, and 2) the improvement of writing skill of experimental report texts in the ninth grade students is classically started from pre-action as much as 32%, cycle I as much as 58%, and cycle II as much as 88%. Although class completeness has not yet reached 100%, project-based learning using digital comics can improve the writing skill of experimental report texts in the ninth grade students.

