

TITLE

**A Final Project Presented as a Partial Fulfillment for the Requirements for
the Degree of *Sarjana Sastra* in the English Study Program**



By

Your Name

Student Number

ENGLISH STUDY PROGRAM

FACULTY OF LANGUAGE AND ARTS

SOEGIJAPRANATA CATHOLIC UNIVERSITY

SEMARANG

Year

A FINAL PROJECT APPROVAL

Title

By

Your Name

Student Number

Approved by,

Name

Date

Major sponsor

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A. BACKGROUND, THEME, TITLE

Provide the reasons for what influenced you to create your ALTA project with your chosen theme and title. Also provide a brief review of literature from academic readings to support the originality of your proposed graphic arts. This part should be written with Times New Roman 12 pt, double spaced, 6 pt before and after each paragraph, sentence Case, and justified. The first line of the paragraph is indented. This part should contain 3 paragraphs.

Make sure you give a page to your proposal. The following paragraph contains an example of how to write a reference source in the text (in-text citation). Notice the source highlighted in yellow in the paragraph below. You must use Mendeley or Zotero to set up in-text citations. The inclusion of reference sources uses APA Style Edition 7 whose instructions can be accessed at <https://apastyle.apa.org/>.

There is a rich literature about effective teaching practices, and the features of the ALC that support collaborative learning are grounded in the research about cooperative learning (Cohen, 1994) and active learning in general (Freeman et al., 2014). Researchers have examined the relationships between classroom teaching practices and students' learning strategies and found that when teachers adopt more student-centered instructional strategies, students use more effective learning strategies (Trigwell and Prosser, 2004). But collaborative learning is not a strategy that can be implemented without careful attention to how the activity supports student learning. For example, a collaboration script

successfully supported student collaboration in a new learning environment (Kollar et al., 2014).

Whiteside et al. (2009) found that students were positive about taking courses in ALCs, but they also reported that instructors had difficulty controlling the displays around the ALC. Baepler et al. (2014) also found that, compared with students in the traditional lecture environment, students in the ALC were more engaged and confident in their learning.

B. PREMISE

Your premise should cover 3 elements: description of the main character, the character's life goals, and conflicts hindering the characters to pursue his/ her/ its life goals. This part should contain one paragraph. If this part contains only one paragraph, the first line should not be indented.

C. INTRINSIC ELEMENTS

C.1 Plot

Provide a brief review of literature including the type of plot; plot of your proposed graphic arts, which consists of Exposition – Rising Action – Climax – Falling Action – Resolution.

C.2 Characters and Characterization

Provide a brief review of literature; dynamic or static character; flat or round character; You can also describe the personality and physical appearance of some character. If you use any figure or table, use the following format:

Table 1

Students' Satisfaction with the Facilities

Name of facilities	Means
Internet Access	3.1
Toilets	3.6
Sport Hall	3.2
Parking Space	3.2
Library	3.5

The table does not use vertical lines and horizontal lines are used only table title columns and table endings. Table numbers do not need to follow chapter numbering. The numbers are sorted from the very top such as, Table 1, Table 2, Table 3, etc.

Figure 1

Figure Title 1 (in italics)



C.3 Setting

Provide a brief review of literature and the setting of place and time of your proposed graphic art book).

C.4 Point of View

Show the process or method of making your graphic art by using a diagram/ chart.

D. FINAL PROJECT PROCESS

Show the process or method of making the drawings/ animations/ figures, text in the speech balloons/ narrative boxes used for your Graphics Art book by using figures or a diagram/ chart chart.

E. SAMPLE OF FINAL PROJECT

Please make use of **APA** style using either Mendeley, Zotero, or in-built MsWord.

F. TIMELINE

NO .	YEAR	20YY						20YY					
	ACTIVITIES/ MONTH	7	8	9	10	11	12	1	2	3	4	5	6
1													
2													
3													
4													
5													
6													

G. REFERENCES

Use any reference manager such as Mendeley or Zotero to list your references.

You should not use Wikipedia, blogs, other untrusted internet resources. As many as 50% of the library sources are no more than the last ten years. For journal articles, please include DOI. In order for the references to be correct, you must manually edit the input of the article in Mendeley. Mendeley's user manual can be accessed at <https://www.mendeley.com/guides/mendeley-reference-manager/02-adding-references> and <https://www.mendeley.com/guides/mendeley-cite/>.

Example:

Carey, B. (2019, March 22). Can we get better at forgetting? *The New York Times*. <https://www.nytimes.com/2019/03/22/health/memory-forgetting-psychology.html>

Dash, N.S., and Hussain, M.M. 2013. Designing a generic scheme for etymological annotation: A new type of language corpora annotation. *Proceedings of the ALR-11 and 6th International Joint Conference on Natural Language Processing*, Nagoya Congress Centre, Nagoya, Japan, 14-18 October 2013, Pp. 64-71.

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–217. <https://doi.org/10.1037/ppm0000185>

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of

Virginia.

Harvard University. (2019, August 28). *Soft robotic gripper for jellyfish* [Video].

YouTube. <https://www.youtube.com/watch?v=guRoWTYfxMs>

Jeon, J., Lee, S., & Choi, S. (2024). A systematic review of research on speech-recognition chatbots for language learning: Implications for future directions in the era of large language models. *Interactive Learning Environments*, 32(8), 4613-4631.

<https://doi.org/10.1080/10494820.2023.2204343>

Jerrentrup, A., Mueller, T., Glowalla, U., Herder, M., Henrichs, N., Neubauer, A., & Schaefer, J. R. (2018). Teaching medicine with the help of “Dr. House.” *PLoS ONE*, 13(3), Article e0193972. <https://doi.org/10.1371/journal.pone.0193972>

Kabir, J. M. (2016). *Factors influencing customer satisfaction at a fast food hamburger chain: The relationship between customer satisfaction and customer loyalty* (Publication No. 10169573) [Doctoral dissertation, Wilmington University]. ProQuest Dissertations & Theses Global.

Lyons, D. (2009, June 15). Don’t ‘iTune’ us: It’s geeks versus writers. Guess who’s winning. *Newsweek*, 153(24), 27.

Philadelphia Museum of Art [@philamuseum]. (2019, December 3). “*It’s always wonderful to walk in and see my work in a collection where it’s loved, and where people are* [Photograph]. Instagram. <https://www.instagram.com/p/B5oDnnNhOt4/>

Verrette, T. (Director). (2021). *Zero gravity* [Film]. Skylight Cinema; 20th Digital Studio.

Serling, R. (Executive Producer). (1959–1964). *The twilight zone* [TV series]. Cayuga Productions; CBS Productions.

APPENDIX