

THE IMPLEMENTATION OF PROJECT-BASED LEARNING APPROACH IN TEACHING WRITING NEWS ITEM TEXT TO THE TENTH GRADERS OF SMA I KARANGAN TRENGGALEK

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan pembelajaran melalui proyek pada siswa kelas X SMA 1 Karangan Trenggalek dalam pengajaran menulis teks news item, untuk mendeskripsikan respon siswa terhadap penerapan pembelajaran melalui proyek dalam pengajaran menulis teks news item dan untuk mendeskripsikan ketrampilan siswa dalam menulis teks news item selama penerapan pembelajaran melalui proyek. Penelitian ini dirancang sebagai sebuah laporan dalam bentuk deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa aktifitas pembelajaran melalui proyek telah diterapkan di dalam kelas dan sebagai sebuah pendekatan pada siswa. Pembelajaran melalui proyek sangat efektif membantu siswa menulis teks news item dengan baik. Pembelajaran melalui proyek juga mampu memotivasi siswa untuk lebih kreatif dan meningkatkan kemampuan belajar dalam grup dalam proses pembelajaran di kelas.

Kata Kunci: *Steps Chain*, ketrampilan berbicara bahasa Inggris, teks prosedur, siswa kelas tujuh.

Abstract

This study was conducted to describe the implementation of Project-Based Learning (PBL) Approach in teaching writing news item text to the tenth graders of SMA 1 Karangan Trenggalek, to describe the students' response toward the implementation of Project-Based Learning approach in teaching writing news item text and to describe the students' news item writing text during the implementation of Project-Based Learning approach in teaching writing news item text. This research was done by using descriptive qualitative. The subjects of the study were X IPA1 students of SMA 1 Karangan Trenggalek.. The result of the study shows that PBL approach has successfully been implemented in teaching news item text, because the students were active during the teaching and learning process. It can be seen from the result of the study that PBL approach can help the students to write news item text better. PBL also motivate students to be more creative, it also help them to have better ability in group working.

Key words: *news item text, Project-Based Learning, writing.*

INTRODUCTION

In learning a language, there are four skills; listening, speaking, reading, and writing that should be mastered by the learners. Through listening and reading, they will understand words; while through speaking and writing they can express their feeling and need. Among those four skills, writing as a productive skill plays important role in communication since not all information and feeling can be uttered through oral communication. Due to its importance, students therefore have to be taught how to express their feeling and need through written communication.

During the process of learning writing, students have lots of difficulty. It becomes a problem because frequently writing is relegated to the status of homework (Harmer, 2004). Some students are lack of excitement and motivation to study under the teacher's guidance. It can be a major problem for teachers because if students have lack of passion in writing, they cannot develop their writing well. This difficulty can happen because students need something to stimulate their creativity. One of the excellent approach that can be used for stimulating and enhancing students creativity is Project-Based Learning approach because it engages them with observing and collecting information.

Project-Based Learning (PBL) is an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop. Project-Based Learning aims to engage students in the investigation of real life phenomena and develop students' creativity (Beckett&Miller, 2006). For example, teacher provides students with certain phenomena that happen in their surrounding, then students may research in their community and create a writing project to share it with other language learners in their class. Related with writing project, one of the text types which is suitable with PBL that engages students with the ability to share information and develop their writing skill is news item text.

News item is a text which informs the readers about events of the day. The events are considered newsworthy or important. News item text has three generic structures, they are main event, background of the event, and source of information. Students can use Project-Based Learning in writing news item text. They will collect information and phenomena around them and write it as news item. There are many writing projects that can be used in teaching writing news item text, such as magazine, school newspaper, wall magazine, and clipping. Among those writing projects, clipping is focused in this study because it is easier writing project that can be done by the students.

Clipping, basically, is an excerpt cut from a newspaper or magazine but in this project, students cannot cut the news directly from the newspaper. In this news clipping project, students are divided into groups and asked to make their own news by searching information, sharing it and clipping their friends news. This project not only stimulates their creativity but also increases their socialization in team work. By using this PBL approach, students really work totally in their project and they do not need to rely on teachers to have better ability in writing. This project is totally from students to students learning and teacher only acts as a facilitator.

Compared to traditional classes, in which mostly are teacher centered, students in PBL classes perform better on assessments of content knowledge. Research also reported that PBL has a positive effect on specific groups of students. For example, students with average to low verbal ability and students with little previous content knowledge learn more in PBL classes than in traditional classes (Mergendoller, J., Larmer, J. 2004). Another study reports that PBL has a positive effect on student motivation to learn. According to teachers, who are reported using 37% of their overall instruction time on PBL, students' work ethic improves as well as their confidence and attitudes towards learning as a result of PBL (Hargrave, 2004)

Some previous studies above show some positive outcome from Project-Based Learning, but somehow it is

still doubted that Project-Based Learning can totally work in students' writing development especially in writing news item text. Therefore, the researcher wants to know deeply about the implementation of Project-Based Learning in teaching writing news item text to the tenth graders of SMA I Karangan Trenggalek. The researcher chooses this school because Project-Based Learning has already been applied in this school.

Based on background of the study above, the researcher concludes some research questions below :

1. How does the teacher implement Project-Based Learning Approach in teaching writing news item text to the tenth graders of SMA 1 Karangan Trenggalek?
2. How is the students' response toward the implementation of Project-Based Learning approach in teaching writing news item text?
3. How is the students' news item writing text during the implementation of Project-Based Learning approach in teaching writing news item text?

This study was conducted to describe the implementation of Project-Based Learning (PBL) Approach in teaching writing news item text to the tenth graders of SMA 1 Karangan Trenggalek, to describe the students' response toward the implementation of Project-Based Learning approach in teaching writing news item text and to describe the students' news item writing text during the implementation of Project-Based Learning approach in teaching writing news item text.

Writing is a process of expressing ideas by putting words into good arrangement in the written form. According to Meyers (2005), writing is a way to produce language which naturally when happen someone speaks. Writing is also an action – a process of discovering and organizing the ideas, putting them on a paper and editing and revising them.

Harmer (2004) states that writing is a process and that we write is often heavily influenced by kind of genres, then these elements have to be present in learning activities. Brookes and Grundy (1990) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is a real form of thinking using the written word. From the definitions above, it can be concluded that writing is a way to produce language that comes from our thought.

A good writing skill will not appear at once. The writing process has steps or procedures which must be carried out by the learners. According to Oshima and Hogue (1991), writing is never a one-step action; it is a

process that has several steps. Hogue (2003) mentions them as follows:

1. Pre-writing

Pre-writing is the first stage in the writing process. There are two steps in pre-writing process, they are choosing and narrowing a topic and brainstorming.

2. Planning (Outlining)

In this process, learners' ideas will be organized into an outline. There are three steps on planning they are: making sub lists, writing the topic sentence, and outlining.

3. Writing and revising draft

In this stage, the writer does three steps: writing the first rough draft, revising content and organization, and proofreading the second draft.

4. Writing the final draft

As the final activity in a writing process, the writer has to rewrite the final draft and polish it for the presentation or publication.

Writing competence is the ability to write well. Baruah (1991:246) states that the main aim of developing the skill of writing is to train the students in expressing themselves effectively in good English. Through writing, they can inform others, carry out transactions, persuade, infuriate, and tell how they feel, come to terms with problems, and learn to shape their thoughts and ideas. The process above is one way to help students to make a good writing.

Writing is an activity that is closely related with real-life condition. It is needed whether in social, work or study situations. In teaching writing, teacher should teach their students to form and maintain social relationship with their surrounding by teaching the students to write letter, journals, notes, instructions, essays, reports and menus. Adamson (2005) states that in a recent research study, teaching writing in English classroom is considered as a means to consolidate language.

In learning writing, students often write from some one else's ideas. In order to make students express their own ideas, teacher can direct them on how to make a good writing. In teaching writing, teacher will give a selection of topics, a set of requirements, and a time limit to build up students' writing. They finish the task within the time limit and hand in the product. The students' work will be evaluated based on the accuracy of the final product.

There are some steps to teach writing skill regarding the ages, interests, and abilities of the students. Those aspects will become the considerations to determine the learning process, materials, and activities carried out in the classroom. It is better to prepare graded steps starting from the easiest way to the most difficult ones so that the students successfully possess a systematic and graded way of thinking. To achieve the goal, of course, practices will make them perfect. The more the students practice writing

with a systematic and graded way, the better results they will get. In this process, a student-centered activity will give the students more chances to improve their writing by the guidance of the teacher that have a role as the facilitator and guide.

When we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts. Anderson (1997) said that a text is a social exchange of meanings. Based on School-Based Curriculum, there are many texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. Each genre has specific language features.

News item is factual text which informs readers about events of the day which are considered important. In news item text, there are some structures. According to Feez (2002) the schematic structures to construct news item text are; newsworthy event, background event and sources. Language features used in this text are; story summarized in one sentence headline, the news focuses on certain person, animal or thing, using action verbs to retell the story, using adverb of time, place and frequency, using past tense and past perfect tense and arranging the events in chronological order.

Senior high school students are expected to reach informational level because they are prepared to the university. They are expected to produce knowledge using their own language. In this case, the students must be able to create a text using their own words. One of the goals of learning English at senior high school is to develop communication skill in English both spoken and written language. Related with students' need and situation above, the teacher must be careful in teaching writing to the student. Teachers must be able to make an interesting teaching approach especially in teaching writing. One of the approaches that can be used is Project-Based Learning approach.

Buck Institute for Education (BIE), defines Project-Based Learning (PBL) approach as a systematic teaching approach that engages students in learning knowledge and skill through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Markham, 2003). Solomon (2003) explained that PBL is process of learning where students are responsible in their own learning. PBL relies on learning groups. Student groups determine their projects, they work together to accomplish specific goals. Morsund (2002) stated that Project Based Learning is a teaching and learning approach that emphasizes student-centered instruction by assigning projects. It allows students to work more autonomously to construct their

own learning. Engaging students with learning experiences that involve them in complex and real-world projects which they develop and apply skills and knowledge.

In the process of Project Based Learning approach, students learn how to design their own learning process and decide where they can get information, analyze and share the information and present their final product at the end. They are assessed by their peers and teacher. In this learning activity, teacher acts as facilitator and advisor. The teacher also give the students feedback orally at the end of the presentation to evaluate their work. With the different level of writing skill in the classroom, Project Based Learning is an appropriate approach that suits language classes with mix abilities because it allows students to work at their own ability and their own level but they work together to gain group's goal (Mergandoller&Miller, 2004).

According to Solomon (2003) there are some features in doing PBL approach, they are : (1) contains of activities that are students centered learning activity, (2) integrate students with real life issues, (3) provide challenging questions and tasks, (4) provide feedback from peers and teachers, (5) use variety of skills, (6) assess students performance from the beginning to the final of the project.

PBL is organized around cooperative and collaborative learning as this instructional approach allows students to cooperatively and collaboratively investigate what is going on and construct what is being learn. Cooperative Learning is defined as "group member working together" to accomplish shared goals (Gillies, 2007). Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Panitz (1996) describe collaborative learning as a sharing and acceptance of responsibility among group member for the group actions.

PBL seem as the pedagogical practice that is more structured around cooperative learning (Stoller, 2006). In PBL, students activities are normally organized in small group with the purpose. Each member of the group responsible not only for learning but also for helping other member learn and give support. Learner work through the project with support from the teacher and feedback from teacher, peers and other groups throughout the project (Markham,2003).

There are many advantages that the students and the teacher can get from implementing PBL approach in the classroom. Project-Based Learning approach helps students develop their higher thinking skill because in PBL, students have to analyze and interpret data that lead them to have deep understanding about the topic. In order to accomplish their goal, students need to think, plan, research, analyze, resolve, and complete the process.

Implementing PBL approach can also increase students' motivation. Students have to work hard and personally involved in doing the project. Project-Based Learning approach allow learners to choose topics that attract them. By choosing their own interesting topic, it can stimulate a positive motivation so that they can receive knowledge better. Project-Based Learning approach helps students become more competent in the use of the target language and promotes learner's motivation (Sheppard and Stoller, 1995). For the teacher, by implementing PBL approach in his or her classroom, it will be easier to know the ability of the students personally or their performance in group work.

There are some steps that the teacher should do in the implementation of Project-Based Learning (PBL) approach. Those steps are :

1. Teacher explain general knowledge about news item text. He explains briefly about the meaning, generic structure, language feature and example of news item text.
2. Teacher divide the students into groups that consist of five to six students.
3. Teacher explains the clipping project. Teacher explains what clipping is, how students do this clipping project with their group and what aspect that will be assessed by the teacher. The project will be presented in the final activity.
4. The teacher also ask every group to make assessment rubric to be given to another group after the presentation. He also explain what criteria that should be included in the rubric. The purpose of the assessment rubric is to let other group assess their performance and their project.
5. Teacher provides the topics to every group.
6. After decide the topic, the students start to work in their group. In this activity, the group decides the assignment for every member of the group. Every member will gather information related with the topic, then they make their own news item text from all information they get. They can take the source from any media around them.
7. In the next activity, the group members gather to share information and collect their news items. They will discuss in order to choose two articles that are interesting and suitable for their clipping project.
8. After the discussion, they start to work on their clipping project. They have to make their project as interesting as possible to be presented.
9. The next activity, they will work together to make the assessment rubric.

10. If all the groups have finished the project, every group has to present their clipping in front of the class.
11. After presentation, they ask feedback from other group members by giving their assessment rubric. They will also open question answer session for other students and let the teacher give some comments on their performance.
12. The last activity, students submit their individual writing task, their clipping project and their assessment rubric to the teacher.

METHODS

This research was conducted to see the answers to the research questions. This research deals with applying Project-Based Learning approach in teaching writing news item text to the eleventh graders of SMA 1 Karangan Trenggalek. This research was designed based on descriptive qualitative research. Nunan (1992) says that a descriptive qualitative study is appropriate in order to obtain information related to the implementation of such technique, media, approach, and method. This research design would help the researcher to describe the implementation of Project-Based Learning approach in teaching writing news item text, discover the students' response toward Project-Based Learning approach and analyze students' news item writing text during the implementation of Project-Based Learning approach.

Mc Millan (1993) states that qualitative research focuses on the understanding meaning through verbal narratives and observations rather than through number. So, the researcher only observed the teaching learning process in the class in natural settings. She did not take part in teaching and learning activity in the class room. She came to the class in order to observe the general situation and condition in the class. She observed the teacher when he organized the students and how he applied the writing project.

The subjects of the study are an English teacher that teaches in XI IPA 1 of SMA 1 Karangan Trenggalek and the students of XI IPA 1. The researcher observed the teacher because he was the one who teaches English in XI IPA 1 and conducted PBL approach in his class. While for the students, they were chosen as the subjects of the study because they have enough knowledge in writing English. It will make them easier to solve the writing project that is given. They were appropriate to be given PBL approach because this approach needs high thinking and knowledge even though it takes some times. They were also chosen because their English teachers applied this PBL approach to them.

To answer the research question, the researcher used some instrument. Research instrument is a tool to collect the data in order to answer the research questions. In this study the researcher decided to use four instruments to gain the data.

1. Observation checklist

any activities in the class were noted in the observation checklist. There two aspect that the researcher observed in this PBL activities. First aspect that was observed by the researcher was the classroom activities and the second aspect was students' activities in a groups.

The first observation checklist on classroom activities is made in the form of "yes" and "no" answer. The checklist comprises the teacher's and students' activities, the teaching and learning process, the material and the approach. The second observation checklist on group activities was made in the form of observation sheet in which the researcher observed every member team work. There are some criteria that are observed by the researcher, they are; preparation, interaction, contribution, discussion skill, decision making.

2. Field notes

Field notes is the researcher's notes during the observation about what she has seen and heard. Field notes have two components: descriptive and reflective parts. Descriptive part includes a complete description of the setting, people and reactions, interpersonal relationship, and account of events. While the reflective part includes the researcher's personal feeling or impressions about the events. The researcher organized field notes in the form of table, This columns consist of two columns, descriptive information in the first column and observer comments in the second column.

3. Questionnaire

Questionnaire is a useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Wilson, 2000). The researcher used structured questionnaire with multiple choice form. This questionnaire was given after the teaching and learning process; it consists of 15 questions where each number has 5 options. The form of questionnaire is divided into 3 parts as follows :

1. Part 1 (number 1-5) deals with Project-Based Learning approach and students' responses towards it.
2. Part 2 (number 6-10) is about teaching learning process in the class and students' responses about it.
3. Part 3 (number 11-15) deals with teaching learning material along with students' responses on it.
4. Students writing task

The last instrument used by the researcher was students writing task. The task was in the form of writing news item text. Students were given this task after the teacher explained about news item text. They were divided into groups and were asked to have a clipping project related with news item text. Every member of the group collected information about the news individually and made their own news item text. They combined their writing with the other members' writing result on the next meeting and organized it into clipping form. They did the project in four meetings, including collecting and sharing information, making rubric for the assessment and presenting their project in front of the class.

Related with the instruments above, the researcher analyze the result of observation, questionnaire, and students' writing task. The result of both checklists that have been collected was analyzed qualitatively by describing it in the form of words sentences. From these, the researcher would get a description of the implementation of PBL approach in teaching writing news item text. The result of fieldnotes will be analyzed naturally in descriptive way based on the fact that the researcher had seen during the implementation of PBL approach in teaching writing news item text. The activities might be different in every meeting, because there were four meetings so the activities would not be exactly the same.

The result of questionnaire sheets was analyzed and used to figure out the students' response toward PBL approach. If there were more than half students in the class excited with the project, it means that they have good response toward PBL approach in their classroom. Concerning with the result of students' news item writing task, their individual task which is in the form of writing was transcribed and analyzed using Jacobs ESL composition profile to know the students' ability in writing news item text. There are four categories in ESL composition profile, they are excellent to very good, good to average, fair to poor, and very poor. The aspects analyzed are content, organization, vocabulary, language use and mechanics. The result of the task could be seen from the score that students got. After getting the result of total points in ESL composition profile, the researcher can conclude what criteria were developed well.

RESULT AND DISCUSSION

The Result of Study

The researcher took the data in four meetings by using observation checklist, field notes, questionnaire, and students' writing task. After the researcher collected the data, she analyzed it in three parts. There were the result of the observation checklist and field notes, the result of questionnaire, and the result of students' writing task.

1. The First Meeting

The first meeting had been done on Monday, May 13 2013 at 7:00 AM in the X IPA1. It was the English lesson time that began from 7:00 to 8:30 AM. The teacher entered the classroom and greeted to the students and they replied it in English. Before the teacher began the learning activities, he checked the attendance list. There were twenty five students who joined the class. There was one student who was absent, that is Jefry who did not attend the class because of sick. The teacher introduced the researcher who will observe the teaching and learning process in the class.

Then the teacher began the learning activity and started with the objective of the study, The teacher review what his students already learnt.

Teacher : " well. By the way, what did you learn last week?"

Students : " News item text, sir."

Teacher : " Good. Is there any questions about it? "

Students : " No, Siiiiir"

Teacher : "Alright, then I will ask you some questions. What is news item?"

(One of student raised her hand and answer)

Student: " It is a kind of text that explain about the tragedy that happen around the world. For example, car crash, earthquake and etc. Sir. "

Teacher : Good. Can you tell me about the generic structure of news item text, Wanda? "

Student :Mmmm...Newsworthy event, background event sama source sir. "

Teacher: You're right. What are the language feature of news item text?"

Student : using action verb sir...kayak run, eat gitu. Trus using past tense, adverb of time and place.

Teacher : Ok, very good class. Berarti semua masih ingat tentang news item text ya? "

Student :Yasiiiiir"

Teacher : Ok, Today we are going to have a mini project to make you understand better about news item text. I will divided you into some group now, each group consist of five students.

After the groups was formed, the teacher decided the leader who had better ability and capability than the others in every group. The teacher then gave them topic that happen nowadays. The first group got Politic topic, the second group got Entertainment topic, the third group got disaster topic, the fourth group got sport topic, the last group got criminal topic. After giving every group topics, the teacher explained briefly about their group project. He explained that every group should do the clipping project.

Every member of the group had to find information related with the topic and make one news item individually. The text they made should be suitable with generic structures and language features of news item text. The text will be scored by the teacher as their individual task. After collecting the text, the group decided two texts that will be made into clipping, they would present their clipping in front of the class. The group also made their own assessment rubric about their performance given to other groups. Finally, they collected all their projects file from individual text, clipping and assessment rubric in a portfolio and hand it in to the teacher.

The teacher also explained about the responsibilities of all students, every member should be active in discussing the news item and the leader should be responsible in managing their member. The teacher then asked the groups to discuss every member assignment, and divided the topic into smaller units. The discussion had been done in 50 minutes. The result of the discussion were written on a piece of paper and submitted it to the teacher. At the end of the meeting, the teacher explained again what the groups should do in the next meeting. Every one should gather information and collect it to the group. The teacher asked the students if there were any question about the project and all of them seems already understood. The teacher closed the activity and said thanks to them.

2. The Second Meeting

The second meeting was held on Friday, May 17 2013 at 8:30 AM in X IPA 1, the same class as the previous observation. The teacher entered the class and greeted the students, and the students answered their teacher greet in English. The teacher called students' name as written in the attendance list, and this time there were no students who were absent today. He began the activity and reminded the students about their project last meeting.

Teacher : Ok class, still remember about your project assignment last week?

Students : Yes siir.

Teacher : Ok then. You all bring your assignment?

Students : Yes, siiiiir.

Teacher : Great. Now gather with your group, collect your work with your group. Work with your group to decide which news item that should be made into clipping.

Students : Sir kalo rubric yang harus dinilai apa?

Teacher : The rubric should assess your presentation, project, news item text, and of course your team work.

The students then gathered with their group and had a serious discussion about the text. The first group discussion started when the leader of the group collected the individual task and read all the text, he shared the text and asked the members to read it also. The leader then asked other members to give opinion about the text they read. They should consider about the news item which is interesting and having appropriate language features and generic structures. The second group did the same discussion.

While the group discussion was happening, the teacher observed the group work by coming to every group. The third group exchange the individual text from every member and decided the two best texts for clipping, it did not take much time for them to discuss. In line with the third group, the fifth group also had short discussion in their group. The decision on choosing the text fully came from the leader. Unlike the third group, the fourth group had long discussion like the first and second group. They discussed about what text they should use.

After every group decided which text that they should use, they also prepared for the rubric assessment. At the end of the meeting, the teacher explained what the students do in the next meeting. He did not suggest the groups to have group work outside the class room, because he could not observe their individual work in the group. He also asked the students if they have any questions about the activity today. One student asked if they can bring any tools to make the clipping. The teacher suggested them to bring anything that support their project. The class ended, the teacher closed the activity, thanked to them and leaved the class.

3. The Third Meeting

The third observation was held on 20 May 2013 at 7:00 AM and still in the same class. The teacher opened the class by greeting them in English and the students answered it excitedly. The teacher asked them if they were ready to continue their project.

Teacher : Ok, students. How your work going on?

Student : Great, sir. Tapi masih bingung sir...

Student : Rubric nya susah sir...

Teacher : Ok, that's why you have to share your though and idea with other member.

group work is important in this project. Understand?

Students : Understand, siiiiir.

Teacher : Today activity, continue to make your clipping with your group and get ready on how you will explain it in the presentation. The next activity, you will make rubric assessment. Masih ingat kan

criteria yang harus dinilai? it should also be discuss with every member of the group. Ok, start your work, now!

The students started to work with their group. They discussed everything with other members of the group. This Project-Based Learning is student centered activity, so the teacher did not do much explanation. He only guided the students and facilitated students needs, he also observed students' group work. Today activity was focusing only on making clipping and rubric assessment. The class situation was a little bit noisy, because the students having conversation with each other. The first group did the work cooperatively, every member seems like working hard. The second and the fifth group also did the work hard, the leader of the group gave every member assignment. The third and fourth group seemed like very calm in doing the work. Some of their members did the project, but others just talked about other stuffs and made noise. They only worked cooperatively if the teacher came to their group.

After an hour discussion, the teacher asked the result of the group work. Almost all of the group did not finish the work, they needed more time. The teacher understood that situation, because the time was up, he asked the students to continue their project work outside the class. At the end of the meeting the teacher reminded all the groups that they would have a presentation next meeting, so they had to prepare it well. The teacher closed the meeting by saying thank you, and left the class.

4. The Fourth Meeting

In the fourth meeting that was held on Friday, 24 May 2013, the teacher entered the class and greeted the students. The student greeted the teacher back, they all seemed to be ready to do the activity. The teacher directly pointed out their main activity today, he asked about the preparation they did.

Teacher : How is your project work, class? Are you ready to have presentation?

Students :Siap, siiiir.

Teacher : Ok, today you are going to have presentation on your clipping. Explain the generic structure, language feature, how you get the information and why you choose those text. Each of group have 15 minute, Understand?

Students : Yes siiiir.

After explaining the activity today, the teacher asked the first group to present. The first group came in front of the class, the leader opened the presentation by greeting all the students and the teacher. He

introduced the group member and showed the clipping, he explained briefly why their group chose those texts among other. The two members explained the generic structures of each text and other two members explained the language features of each text. After the explanation, the leader opened an answer and question session. Unfortunately, nobody in the class asked question to them. Then he asked if there were any comments about the presentation, but every body seemed understand clearly and satisfied with their presentation. It seemed like the first group prepared their work well, one member of the group then spread the rubric assessment to other groups. The leader closed the presentation and thanked to other groups and the teacher's attention.

The second group presentation started directly after the first group, the leader opened the presentation. He introduced the member of his group and showed their clipping project, she explained how the group works from the first activity until the activity before the presentation. He explained on how they did they clipping project briefly. The first member of the group read both of the text and told the audience why they chose those text. The rest of the member explained the generic structures and language features of the text and also explained on how they made the rubric. After their explanation, the leader asked the other students if they have any questions or comments on their project presentation. The member of the fourth group gave them comment that they had good presentation because they explained briefly both about the project and the news item it self. The leader of the group then spread the rubric and ended the presentation.

The third and fifth group did not seem to have enough preparation on their presentation. After the leader of the third group opened the presentation and introduced the members, the other members only read the text and the generic structures. They did not mention how they did the project and explained briefly about the text. In the fifth group presentation, only the leader that actively explained the text. Both of the groups only spent less than ten minute on their presentation. Both of them also got many questions and comments from other groups. One of the other groups member asked them on their process of collecting information, but the presenter could not answered it clearly. Other groups member also gave them comment that the project did not present group work, because it seem like only one of the members who explained the presentation well.

The last presentation from the fourth group very much like the first and second group. The leader greeted the class, introduced the members and their

contribution on the project. Every group member participated on explaining the project and the text. There are few questions from other members about their process on gathering information, but they can explain it clearly. The leader closed the presentation.

After all the groups had done the presentation, the teacher gave them comment about the group presentation. He said that some of them had done the project successfully and understood the text clearly, but some of them were still confused about the text. He asked to collect the portfolio next meeting, the portfolio consists of every member individual task, the clipping and the assessment rubric. He gave another chance to all the students to fix their individual task without changing the text before collecting it in portfolio, because he believed that after the presentation the students must have better understanding on how to write news item text properly. The teacher ended up the meeting by saying thanks to the students and they answered it. The teacher left the class right away after the class ended.

The Result of Students' Responses

In the first part of questionnaire that consists of five questions, the researcher asked the students about Project-Based Learning approach and their responses about it. From the first question, 13 students were having lots of difficulty in writing and the rest of them showed that they did not had lots of difficulty in writing. When the second question asked if the teacher often used new approach to overcome students' difficulty in writing, the result of the questionnaires showed that the teacher seldom used new approach, the researcher can concluded that because all of students answer seldom on their answer sheet.

From the third to fifth questions, the researcher asked about the implementation of Project-Based Learning. The students' response was good because most of the students were interested in the approach and the rest of them were very interested in it. They also agreed that this method was effective in their learning writing. In the fourth question, more than half students felt that this approach was not easy to apply, the rest of them feel that this approach has average level of difficulty. From the result, it can be concluded that the students were excited and interested with the new approach that the teacher applied to them, but they also felt that this approach is not easy to do, so this approach can not be applied to the students so often in order not to burden them.

Question number 5 to 10 generally asked the students about the teaching learning activity. They asked about difficulties in the teaching learning process and the teacher's explanation. The sixth and eight question asked the students about the teacher's explanation in the class. Seven students answered that they were satisfied with their teacher's explanation because it was very clear for them, nine of them were also satisfied because it was

clear enough for them to understand the teacher's explanation. Six students did not understand enough, because they answered that their teacher's explanation was not really clear for them.

Related with their difficulties in teaching and learning process, most of them have difficulties on the project. Those can be concluded from the question number seven, 16 students felt that they were really had lots of difficulties in doing the project. Seven students also have lots of difficulty, only three students have little difficulty. Most of the factors that they chose as difficulty factor were lack of understanding on the project, because 10 of the students answer that. Eight of them find that it is hard for them to gather information and form it into news item text, the rest of them find that they have difficulty in working in groups. Being asked about their difficulties in writing, they have multiple answers. Ten students answered that their difficulty is lack of ideas. Seven of them answered that they lack of vocabulary, four of them have difficulty in the word order, and the rest of them have difficulty in arranging the sentence.

According to students' answer on question number eleven, it showed that the Project-Based Learning helps them increasing their ability in writing news item text. Twenty students answered that Project-Based Learning can help their better understanding on news item text, the rest of them is very helpful because of it. They were asked about the benefit that they get from Project-Based Learning in number 12, most of them answered that it make them have better understanding on the text. Only 5 students answered that PBL approach can gain their discussion skill, 3 students said it can increase their creativity, other 3 students said it can increase their confidence.

Through Project-Based Learning approach, the students also have higher motivation on learning English. Twenty students are motivated enough because of PBL, the other five are highly motivated. They also agreed that PBL approach is applied on other language skills, 18 students answered it. Four very agreed with that idea, but the other 3 are less agree if PBL approach is applied on other skills. Even though it seems the students have positive response on PBL approach, they are not really sure that PBL approach can help them increase their score. Twenty two students answered that their score will increase only little, and the rest of them said that their score will be the same.

The Result of Students Writing Task

In this part, the researcher explained the students' composition that is used to answer the third research problem. The researcher used Jacob's composition profile to analyze students' writing task and describe each component. There are five aspects that are analyzed, they are content, organization, vocabulary, language use and mechanics. Each aspect has four criteria, they are very good, good, fair, and poor.

1. Content of Students' News Item Writing Text

In this part, the researcher explains about the students first and second task related with the content of their writing. On the students first writing, only few students

have very good to good writing, most of them has fair even poor writing. In the second writing, the students' text was getting better because their news was clearly stated, the development of the topic was good, the weakness is that there are some grammatical mistakes here and there.

2. Organization of Students' News Item Writing Text

In this part, the researcher explained about the students' writing in the first and second task in term of organization. In the first writing, s

3. Vocabulary of Students' News Item Writing Text

4. Language Use of Students' News Item Writing Text

5. Mechanics of Students' News Item Writing Text

CONCLUSION AND SUGGESTION

Conclusion

During teaching and learning process the students gave good responses towards the implementation of Steps Chain in their speaking procedure text class. This can be seen from their active participation and enthusiasm in class from the result of observation and the result of the questionnaire. By implementing this game, the anxiety will be vanished and the motivation will become boosting. All of them were happy and interested in the use of this game. It was not only stop on that, but also this technique could help the teacher made her students kept in touch with English. Furthermore, it helped the teacher a lot in managing the class.

Steps Chain was very effective technique to improve students' ability in English especially in speaking. Through this study it had been proven that Steps Chain had effectively improved students' interest in learning English lesson, overcome students' boredom, created a new non-threatening atmosphere of learning, improved students' speaking ability and raised up students' confidence to perform in front of the class. This technique got the good responses from the students. They were happy when playing this game, it was simply because they got chance to speak in English while they were playing, they felt fairly uninterrupted when they were speaking, and they were more appreciated by others.

Most learners pointed out that it was very useful to help them understand the materials. Nevertheless, they still demanded for additional time allotment and teaching techniques improvement. The observer believes that implementing this kind of game could also help the students become creative and success not only in speaking but also in other term, it is simply because the students feel enjoy, motivated, interest, and enthusiastic in participating the activities in the class, that is the important one.

Suggestion

For the other researchers, it is extremely encouraged to develop other researches in English education. It is strongly recommended for them to develop other game activities which are more effective and interesting to teach speaking and other components, such as mechanics and spelling, vocabulary, and skills as well. By doing so, it is expected to achieve better pedagogic outcomes in English deaf education.

For the teacher, it is recommended to use Steps Chain not only individual but also in pair or in group. And if one uses this technique, it is strongly recommended to make more various and cooler topics which is appropriate for the students' age level as many as possible to avoid the monotonous activity. Moreover, this technique could be used not only in speaking procedure text but also in other skill and other genre.

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