

USING PROJECT BASED LEARNING IN TEACHING WRITING A PROCEDURE TEXT TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Tujuan dari makalah ini adalah memperkenalkan sebuah teknik dalam pembelajaran *writing procedure text* yaitu dengan menggunakan *project based learning*. Pada pembelajaran ini, siswa menghasilkan sebuah *procedure text* dengan topik tips dan menampilkan tips tersebut dalam bentuk persentasi. Dalam membuat *procedure text* ini siswa tidak bekerja sendirian tetapi siswa akan membuat *procedure text* dalam sebuah kelompok. Kemudian kelompok membuat *procedure text* yang bertopik tips dengan melalui 10 tahap pengajaran *project based learning*. Di dalam 10 tahap tersebut, tiap grup akan mencari informasi, mendapatkan informasi, mengolah informasi dan membuat *procedure text* berdasarkan informasi yang telah didapatkan.

Keywords: Procedure text, Project Based Learning, Tips

A. Introduction

There are many words to say what writing is. Reinking and Hart (1991:86) states that writing is a method of communication and could be used to change information, express the feelings and actions, entertaining and persuade. The communication comes from the writer and the reader itself.

Writing is also a process. Murcia (1991:207) states that writing is an act of communication that suggests an interactive process and takes place between the writer and reader. It means that the writer can connect his/her ideas or opinions between two people or more in writing processes. It means, writing is used as a medium of delivering ideas, feeling, and perceptions of the writer to the reader in written form.

Writing as a product is what the writer produces after going through some processes. It is what the readers see or read such as letters, short stories, essays report papers. Those writing processes should pass until they find the key message of what the writer want to deliver. Brown (1994:157) states that writing is composing. It means that written products are the result of thinking, drafting, and revising procedures. It means writing comes from the result of generating the ideas, developing the ideas into a written text; revise the text into a clear meaning.

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Nunan (2003:23) also states that writing is a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. The writing process is often cyclical and sometimes disorderly and it could be rerun again and again before the writer is satisfied with their product.

In Senior High School, the students learn writing with several kinds of text. Based on Sillabus Kurikulum Tingkat Satuan Pendidikan (KTSP) for Senior High School (2006:5), there are two categories of text in Senior High School, they are monologue and functional text. One of monologue texts that should accomplish in Senior High School is a procedure text. Anderson & Kathy (1998:2) explain that a procedure is a piece of text that tells the reader or listener how to do something. Furthermore, Duke & Martineau (2007:78) state that procedure text is written by someone who knows how to do the procedure for someone who have to trust on the text and follow the stated procedure. The purpose of procedure text is to provide sequenced information or directions so that people can successfully perform activities in safe, efficient, and appropriate ways.

The capability of the students in producing a procedure text is important as stated in the curriculum. On the other hand, the students often find troubles when they write a procedure text. The first problem is that some of the students cannot make a procedure text if the materials are decided by the teacher. It is because the knowledge of the students is limited and not every student recognizes that decided materials. If the materials are decided by the students itself, the students can make a procedure text based on their thinking and their experience.

The second problem is that some of the students do not realize all of social function of the procedure text for life. Most of the students just know that the function of procedure text is “how to make”. Actually, the social functions of the procedure text are also “how to do”, “how to use” and “how to apply”. It happens because the lack of materials which are given by the teachers. In this procedure text lesson, it is expected that the students can understand all of the social function based on their comprehension.

Based on the problems before, it is necessary for the teachers to help their students to solve those problems in conducting procedure texts. In this case, the writer has a way to help student. It will facilitate students to show off their thoughts and to write it down. It uses project based learning in teaching writing the procedure text.

B. Discussion

1. Teaching Preparation

In order to get successes in teaching, the teacher should make the preparation. Preparation is the first thing that should be done by the teacher before coming to the class. They are lesson plan, materials and media. Those points are related each other and cannot be separated.

The first preparation is the lesson plan. The lesson plan is the first thing that should be prepared in teaching writing a procedure text. The lesson plan is used as a guideline for the teacher to run the teaching activities in an organized way. In making the lesson plan, the teacher has to look at the curriculum and the

syllabus that is used in Senior High School. When creating a lesson plan in teaching writing procedure text, the teacher writes the subject, the school, the class and the semester, the skills to be taught, the topic, and the time of teaching.

The second is materials. Materials are the fundamental part in teaching. The materials must be appropriate with the students' ability level, knowledge and situation. As same as the lesson plan, choosing materials should always refer to the curriculum. In this paper, the teacher should choose and prepare the appropriate material in teaching a procedure text for Senior High School students. The appropriate material for Senior High School students that has been chosen by the writer is "Tips".

The last preparation that should be accomplished is the media. The media should be matched with the material and interesting. On the other hand, the media are divided into two types. The first is the media for the teacher and school. The teacher must have a Personal Computer or laptop and LCD. The function of this media is to present and explain the material to the students. With all of media, it is expected that the learning process and the project will be effective.

2. Teaching Procedure

In implementation of project based learning in the class, there are some steps in learning process. Learning process consists of three stages, they are Pre-teaching, Whilst-teaching and Post-teaching. In Whilst-teaching there are three steps inside, they are Exploration, Elaboration and Confirmation.

a. Pre-teaching Activity

This is the first step that must be done by the teacher. The teacher can do warming up first. Warming up is used to create a good environment condition class, for example by greeting them such as "*Good morning, students*", "*How do you feel today?*". It is to check whether the students still remember about the lesson and have reviewed it at home or not.

The most important thing in pre-teaching activity is to activate students' background knowledge about the material that should be taught. Whether the students have been gotten the experience in their life and apply it in the lesson. The purpose of this activity is to introduce the new lesson.

Then, the teacher explains a little about the procedure text and tells the students that they create a procedure text in groups. Then, the teacher informs the students about the indicators that should be taught during the lesson. The purpose of this step is to focus the lesson.

b. Whilst-teaching Activity

In this stage, the teacher explains how to create a procedure text by using project based learning. There are three stages in whilst-teaching, they are exploration, elaboration and confirmation.

1. Exploration

In the exploration stage, the teacher gives the material in a paper that consists of a procedure text. The teacher gives the students a model of procedure text with different topic. The teacher explains the generic structure and the social function of the procedure text. After that the teacher and the students discuss about the text and ask some questions related to the text. The teacher gives a chance to the students to answer the questions based on the text. The purpose of

this activity is to check students' understanding about the one of social function of procedure text.

Then, the students do an exercise in pair. The teacher gives the students a puzzle pictures. The puzzle pictures above must be constructed in a good arrangement and the students analyze the materials in that illustrated pictures. After that, the students make a procedure text based on the puzzle pictures. The use of this activity is to see the students understanding about the generic structure of the procedure text.

After doing an exercise in pair, the teacher divides the class into some groups that consist of 4 - 6 members. The teacher must consider in dividing groups. The consideration of students' ability is important to make an equal level of group. The teacher has to mix the students which have low ability with high ability. The purpose of this consideration is to optimize the students' center where they spend much time together in working the project.

2. Elaboration

The students start to make a procedure text with topic "tips". The first step is the groups and the teacher agrees on the theme of the project. The theme is free but based on the group decision. Here, the students brainstorm some themes that could be arising for tips. The teacher gives some related theme to arise. For example: "how to manage your free time", "how to care your appearance", "how to take care your friendship".

The second step is the groups and the teacher determines the final outcomes. The groups and the teacher agree of the final outcome is a procedure text with topic is "tips" and the theme is free but based on the group decision. The procedure text will be collected and presented by one of member of group in front of the class. The teacher and the groups discuss and make illustration the of the procedure text that they are going to make. This activity before is to show the example of the final outcome of the project.

The third step, the groups and the teacher structure the project. The group decides that the members would work together to gather information that could be used by supporters and opponents of their proposition before making a final decision. The purpose of this activity is to create the good communication among the members because they are going to work in team.

After structuring the project, the teacher prepares the students for the language demands of information gathering. The teacher prepares the language instruction for the next step. For example, the students search the information by interviewing. They can interviewing another group members or their teacher. This activity is to introduce how the student can gather information for their project.

The fifth step is the students gather information. In making this procedure text, the group members search the information by discussing with their group members and interviewing other group members. After gathering the information, the teacher prepares the students for the language demands of compiling and analyzing data. In this step the teacher prepare the students in analyzing information. The teacher gives the students "outline-chart"

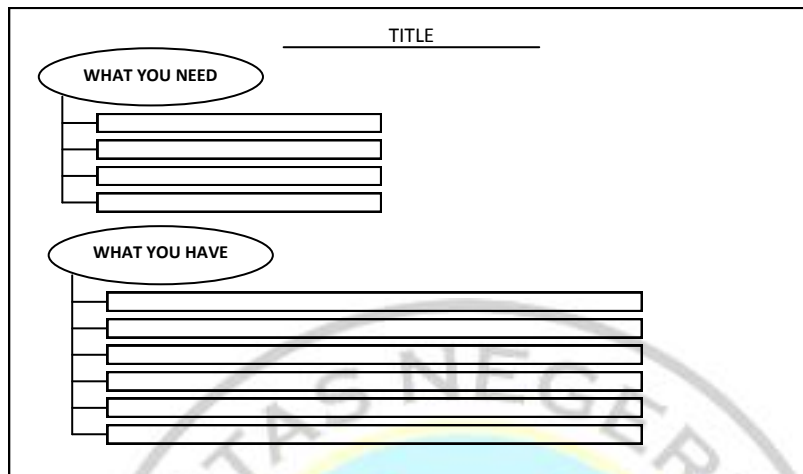


Image 1: Out-line chart

In this chart, the group members put the ideas along gathering information and relating each other. The chart is used to organize the information; so that the information runs in they own way.

The seventh step is the group members compile and analyze information. In this step, the group members start to discuss and use the outline-chart. Before the presentation begins, the teacher prepares the groups for the language demands of presentation of the final project. Here, the groups start to make a procedure text based on the topic chosen. The teacher as an instructor gives the students some suggestion in grammar, word choosing and sequence of steps. This activity is to make sure that every group has a good preparation for presentation and without any mistake.

3. Confirmation

There are two more steps of project based learning in confirmation. The ninth step is the students present the product. The students finish the procedure text and one of group members present their tips in oral presentation.

The tenth step is the students evaluate the project. The teacher asks the groups to reflect their work together. They reflect about language they mastered that they complete the project, the content they learn about the target theme, the step that they follow to complete the project and the effectiveness of the project. This activity is used to remember the students to not making a same mistake again in the next project.

c. Post-teaching Activity

In post teaching, the teacher concludes the lesson in the meeting and the project that they have done. Then, the teacher can ask the students to write procedure text individually at home as their homework. The assessment will be held after all of the homework collected. Perhaps, the project based learning can be used for the next topic.

C. Conclusions and Suggestions

The process of using project based learning in the class is simple and easy to be applied. Teaching writing by using project based learning is divided into three phases, they are pre- teaching, whilst- teaching and post teaching. In pre-teaching stage, the teacher activates students' background knowledge that related to the topic. Whilst- teaching consists of three stages: they are exploration, elaboration and confirmation. In exploration, the students are introduced to procedure text and the class is to be divided into some groups. In elaboration, they work in group with through ten steps of project based. The ten steps are; the groups and the teacher agree on the theme of the project, the groups and the teacher determine the final outcomes, the groups and the teacher structure the project, the teacher prepare the students for the language demand of information gathering, the students gather information, the teacher prepare the students for the language demand of compiling and analyzing data, the group members compile and analyze information, the teacher prepare the groups for the language demand of presentation of the final project. In the confirmation, the students present the product and the last stage is the instructor will ask the groups to reflect their work together. The other groups will add some suggestions. The last stage, in post-teaching activity, the teacher concludes the lesson and asks the students to make a procedure text individually as homework.

There are some suggestions for the teacher in using project based learning in teaching writing a procedure text. First, the teacher should have a good classroom management. Second, the teacher should read a lot about some issues in society. It is important for the teacher to get know the information.

Note : This article is written based on the the writer's paper under the supervision of his advisor.

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