PROCEEDING

IMPROVING THE QUALITY OF ENGLISH TEACHING AND LEARNING IN SCHOOLS THROUGH MEANINGFUL STUDENT INVOLVEMENT

Editors:
Nury Supriyanti, M.A. (UNY)
Dra. Endang Triningsih (JETA Chairperson)
Yuyun Yulia, M.Pd. (UST)
Dra. Umi Rokhyati, M.Hum. (UAD)

7th NATIONAL JETA CONFERENCE
(JOGJA ENGLISH TEACHERS ASSOCIATION)

Place: PLA Conference Room of FBS
Yogyakarta State University (UNY)
Date: JUNE 28—29, 2010

Published by:
JOGJA ENGLISH TEACHERS ASSOCIATION (JETA)
YOGYAKARTA PROVINCE

LIST OF PRESENTERS AND PAPERS

Agnes Purwaningsih
Learning functional text through project-based learning for students of Grade 7 at SMPN 2 Pengasih Kulon Progo .............................................. 7

Agus Darwanto
Is my informant using tenses at all? ............................................. 12

Aris Widaryanti
Language learning strategy and language proficiency: A research review .......... 18

Cecilia Winarni
Teaching speaking using a dialog for Grade 9 of junior high school students ...... 25

Diah Fakhmawati
Scaffolding through webquest to develop students’ writing performance .......... 29

Hanadyo Darjito
Selecting reading text for reading practice ...................................... 38

Margana
Promoting students’ meaningful involvement in reading lessons to minimize testing .... 43

Kiswanto & Gendroyono
The role of Bahasa Indonesia in attracting students’ active participation in English classroom... 50

Mohammad Zeni
Students’ perception of teachers’ English ........................................... 55

Otniel Jonathan
Students’ perception of teachers’ questions ........................................ 72

Tunisih
Peer Tutor to improve students’ reading comprehension ................................ 78

Rima Wardiana
Fun English learning through CLM ................................................ 85

Ririn Kurnia Tri
What’s on Radio? A live interactive English radio program to promote engaging media of learning practicing English ........................................... 91
Sajidin
Enhancing literary appreciation: Practical matters .............................................. 97

Wiwi Praluki
Technique of ReLuS and FE to optimize the English speaking competence in descriptive text for students Grade VIIA SMP Purwokerto .................................................. 104

Sri Prihartini Yulia
Students’ Interpretation of the Quality of the Web Based Materials and its Using in Learning .......................................................... 115

Sudiyono
Teaching Text Types through Project Work..................................................... 121

Agustinus Hardi Prasetyo
Web 2.0 Tools and Their Application in Teaching English as a Foreign Language in Indonesia................................................................. 128

Tumijo
Listen and Draw: An effective way to involve the students in Listening........... 134

Yudi Setyaningsih
Adding a dash of culture in language classroom........................................ 142

Nur Fatimah
A profile of learning styles and strategies as reflected in electronic discussion forum ... 148

Warjianto Panca Wasono
Coping With Large And Mix Ability Classes: Grouping Or Cooperative Learning?... 153

Suwarno
Factors to consider in developing teacher-made English teaching materials for TEFL in Indonesian settings........................................ 158

Yuyun Yulia
Teachers’ Scenario: What and How Students Learn .................................. 167

Dra. Sri Mariyani, M.Pd
IT in the English classroom............................................................................. 183
Teaching Text Types through Project Work

Abstract
Sudiyono

Genre based approach uses text types to teach students to develop their skills to use English language in a variety of contexts. Teachers can use project work to help students understand, create, and interpret various text types. There are many reasons why project work can be used as an instruction for learning text types. Project work provides opportunities for students to work collaboratively, to use the target language in authentic way, and to allow the students to take responsibility for their English learning. It also provides students motivating activities because in project work, students can determine and choose topics that they like. To use project work to teach text types, teachers need to prepare the steps or stages, and give guidance for students. In each step, students have time to share with others and learn from others as well as they can demonstrate their language skills.

Key words: project work, text types, authentic language

TEACHING TEXT TYPES THROUGH PROJECT WORK

Introduction

Genre based approach is now becoming a trend for teaching English in Indonesia. This approach is implemented in Junior and Senior High schools. In genre based approach, students are expected to develop their skills and ability to use the target language effectively in a variety of context through learning various text types. Text types can be divided into two main categories: literary and factual (Anderson, and Anderson, 1997). Literary texts are ones which are constructed to attract emotions and imagination of the audience. They can make people cry or laugh. Factual texts are texts that “present information or ideas and aim to show, tell, or persuade the audience” (Anderson, and Anderson, 1997). Further, Anderson and Anderson (1997) divide each category above into several types. Literary category has three types namely narrative, poetry and drama, while factual category has seven types namely recount, explanation, discussion, information report, exposition, procedure, and response text.

Actually, what is a text? A text can be in the form of spoken or written. A piece of text is created when a language user puts words together to communicate a meaning. When creating a text, a speaker or a writer makes choices about the words used and how to put those words together. His/her choice of words depends on the purpose and the context of the text.

A text is created by speakers or writers and interpreted by listeners or readers. Communication takes place when the message created by the speaker or the writer is understood or interpreted successfully by the listeners or the readers. To help students be
able to communicate or to make communication occur, teachers should help their students learn to understand, create, and interpret various text types. The question is, how can they do that? This paper will discuss how teachers can help students understand, create, and interpret text types through project work.

Why using project work?

There has been some research about project based teaching and learning, and many educators recommend the use of it (Stoller; Beglar and Hunt in Richards and Renandy, 2002; Gaer, in Parrish, 2006, Bas, 2008). Project based learning approaches are based on the constructivism theory (Bas, 2008; Heyl, 2008). This theory is based on the idea that learning is an active process in which learners construct new ideas based on the current knowledge. According to this theory, instruction must be based on experiences, where the students build upon the previous knowledge to construct new knowledge with the guidance from the teacher. Project-based learning and the construction of piece of work enable students to show their interests, abilities, learning styles, and their diversities (Heyl, 2008).

Constructivism was proposed by Piaget and Lev Vygotsky (Brown, 2007). According to Brown (2007), there are two branches of constructivism: cognitive and social. Cognitive constructivism emphasizes the importance of learners to construct their own representation of reality. "Learners must individually discover and transform information to make it their own" (Brown, 2007, pp. 12). It means that to learn new knowledge, a learner must be active and rely on his own effort. Social constructivism, on the other hand, emphasizes the importance of interaction and cooperative learning in constructing new knowledge. It means that learning takes place when learners interact and work together with others.

Project work can accommodate both cognitive and social constructivism theories. Project based learning is learners centered where students actively engage in activities that they choose based on their own interest. In this way cognitive constructivism works. As project work is usually done in group, it can be a way to create opportunities for language learning through, cooperative learning, collaboration, problem solving, and negotiation of meaning in which those activities are considered central to second language acquisition. When students learn in a cooperative and collaborative way, social constructivism is applied.

When students cooperate, collaborate, share ideas, and negotiate meaning in doing their project, students use language in meaningful way. They also use English for authentic goal. It means that project work provides opportunities for learners to use meaningful communication in the target language. Beglar and Hunt in Richard and Renandy (2002, pp. 96) mention some benefits of project works as follow:

1. Project work provides learners the opportunity to use English for authentic purpose for an extended period of time.

2. Project work provides intrinsically motivating activities which take advantage of learners’ desire to improve their listening and speaking proficiency.
3. Project work allows learners to take responsibility for their own English education by giving them the primary responsibility for topic selection, questionnaire creation, and deciding how they will structure and present the data they collect.

4. It reinforces learners’ ability to form grammatically and pragmatically correct questions.

5. It enhances the learners’ presentation skill.

6. It demonstrates to students that the use of English can further enhance their own education and development.

7. It provides opportunities for learners to work closely together with a partner or in small group for an extended period.

In line with Beglar and Hunt, Stoller (in Richard and Renandya, 2002, pp. 110) mentions six features of project work. She says that project work (1) focuses on content rather than on specific language targets, (2) project work is student centered, (3) project work is cooperative rather than competitive, (4) project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real life task, (5) project work culminates in product as well as process. The features above show that project work encourages students to engage actively in learning process. Students have a lot of opportunities to use the target language through working with others in real life situation.

In conclusion, project work provides students with opportunities to use the target language in real life situation and meaningful communication which in turn encourage them to learn more about the language.

Forms of Project work

Project work can be in many forms. Viewed from the degree of students and teachers’ involvement in sequencing project-related activities, there are three forms: structured projects, unstructured projects, and semi structured project. Structured projects are projects which are determined, specified and organized by the teacher in term of topic, materials, methodology, and presentation. Unstructured projects are ones that determined by the students themselves. Students have freedom to choose the topic, the materials, and the method. In semi structured projects the teacher and students work together in defining and deciding the topic, materials and the method (Henry in Richard and Renandya, 2002).

In term of data collection techniques and sources of information, project work can be classified into research projects, text projects, correspondence projects, survey projects, and encounter projects. Research projects require students to gather information through library research. Texts projects are similar to research projects where data are collected from texts rather than from people. Different from the two projects mentioned, the last three projects require the researchers to deal or meet people as “informants” (Stoller in Richard and Renandya, 2002).
Stoller, (in Richard and Renandya, 2002) also distinguishes the projects based on how the information is reported. In the way information reported, there are three types: production projects, performance projects, and organizational projects. Production projects involve the creation of a product. The product can be brochures, written reports, video, radio programs, menus, letters, and handicrafts and so on. In performance projects students can make oral presentation, stage performance, or skit performance. Organizational projects deal with planning events. Students can plan, organize and conduct events such as bazaar and other school events.

Steps to consider

To carry out a project, teachers need to consider the steps to do, so that students get clear understanding of what they will do, and how they have to do it. Stoller (in Richard and Renandya, 2002) gives a good example of steps that can be adopted or adapted by teachers. She proposes ten steps. Here are the steps according to Stoller. The first step is determining the topic. In determining the topic, teachers can use structured way where they have determined a topic in advance because they want to achieve a certain objective related to this topic. Although teachers have control over the topic chosen, students need to be encouraged to fine-tune to the topic. In this way, students' interest is likely still accommodated. Structured way is beneficial for students who have no idea. In semi structured and unstructured way students have greater opportunity to choose the topic they like and they are familiar with. And within these ways students have more freedom which eventually motivates them to work better because they work on topics of their own choice. In deciding topics, students can brainstorm in small groups or pairs so that they practice using English from the very beginning of the project work.

After the topic is decided, the second step is determining the final outcome of the project. What is expected from this project? How will the product of the project be presented? Will it be presented in oral or in written form? After the outcome is decided, students need to be given exposures the models. Here teachers can give models about text types that will be used.

The third step is structuring the project. In this step students with the guidance of their teacher determine the body or the content of the project. Also in this step they determine what information is needed for their project, where they can get the information from, and how they get or collect the information.

After the students determine what, where, and how information is obtained, students together with their teachers prepared the language that will be used to gather the information needed. Teachers help students to find the language needed such as vocabulary and the grammar. In this step, teachers can act as a facilitator, a motivator, a tutor, and a prompter, depending on the situation and condition. As a facilitator, a teacher facilitates students to learn the language and the content of the project. Teachers also motivate students to solve problems that they encounter by tutoring individually or in small groups. As a prompter, teachers give clues rather than give solution directly when the students get a problem.

The fifth step is gathering information. After the students prepare and practice the language, they use it to gather the information. In gathering information, students share
the job and the responsibility among the group members. Every student has to work to get information for his /her group project.

The sixth step is teachers help students to prepare the language used for analyzing, synthesizing, and organizing the information gathered. In this step students find the vocabulary, expressions, and grammar used in their project.

The seventh step is compiling and analyzing information. In this step, teachers help students to determine which data should be used, which one can be discarded, and how to organize it.

When data are already collected and analyzed, then teachers help student to prepare the language used for presenting the final product. Students work in groups to prepare and find the language used for presentation with the help from teachers. Here students in groups give feedback to each other before presenting their project.

The next step is product presentation. In this product presentation, students can use various text types. The product can be explanation, discussion, information report, exposition, procedure, and response text. The presentation can be oral or written or both.

The last step is evaluation. After students have presented their project, it is necessary for them to do reflection. What they have learned in terms of vocabulary, grammar, and value of the project. Teachers also can evaluate students’ progress and performance from their product presentation.

Applying project work in a classroom

Here is an example of applying project work in a classroom. When a teacher plans to use a project work to teach a text type, he/she follows the steps planned.

Step 1: Choosing topic
A teacher uses a structured form for a project work. He determines the topic about littering. He chooses this topic because he has a specific purpose to increase students’ awareness about environment. To attract students’ attention, the teacher asks them to observe the condition around their school. He also shows some clippings from newspaper about garbage problems. After the students observe their surrounding and read the clippings, the teacher asks them to work in groups of three and to discuss what may cause littering, and what solution they can offer.

Step 2: Determining final outcome
After discussing the topic, the class agree to work on a project about littering. They want to do research about littering habit. After doing research, they will write a report about littering habit and make a flyer to increase people’ awareness about cleanliness. The final product will be presented orally before being displayed.

Step 3: Structuring the project
In this step, the teacher teaches his students about the text type that he wants his students to produce by giving them exposure through examples of the text types that his students should produce. The teacher teaches the structure, features, and contents of the text type that will be used. Because students are expected to make a report and a flyer, the teacher explains and gives examples of those two text types.
Step 4: Preparing the language for gathering information
As students want to find out why people litter, they should prepare the vocabulary related to littering. The teacher helps them construct sentences or questions to get the information. Students prepare and practice the language that will be used to gather information needed. Students prepare how to interview people, how to construct the questions, and what expression should be used. Students also determine how and where to get the information.

Step 5: Gathering information.
In this stage, students use the language they prepared previously to get the information needed. They interview people (their schoolmates or classmates) to get data.

Step 6: Preparing the language for analyzing, synthesizing, and organizing information
After collecting data, students learn the language for analyzing, synthesizing, and organizing information. If they will use statistics, they need to learn terms used for statistics such as mean, average, percentage, sample, population, and so on. The teacher can help them by supplying key words that are needed.

Step 7: Compiling and analyzing information
In this step, students compile and analyze data collected. They determine which information will be used, and synchronize them. For example, related to the topic about littering, students will classify causes of littering, places where people usually litter, kinds of garbage and so on.

Step 8: Preparing the language for presenting final product
After the students determine, compile, and analyze the data collected, they must prepare the language for presenting them. In this stage, students also review structures and features of the text types that have been discussed in the previous stage. For oral presentation, they need to learn the terms and expression for speech presentation such as opening, responding to questions, inviting questions, summarizing, and closing. For written product, students also review and prepare the vocabulary, grammar, and generic structure of the text type being used, in this case, for example, the generic structure of information report and flyer.

Step 9: Presenting product
As the class agreed to have two kinds of presentation, namely oral and written, the students in their group present in front of the class in turn. They also display the flyers they make, and the paper they write.

Step 10: Evaluating program.
As the final steps, students make reflection of what they have learned from the project. They may give comment, criticism, or suggestion the project. The teacher evaluates students’ progress and achievement from both the students’ oral and written presentation. The teacher gives feedback to the students about the language and the text types they produce.

Conclusion
Project work which is based on constructivism theory can have many forms. It provides learners to use language in an authentic situation. Because of various forms, it can be used to teach many kinds of text types and can encourage students to use all language skills such as reading, speaking, writing and listening.

References
Pearson Education, Inc.
Heyl, A. (2008). Fostering Engagement for Students from Low-Socioeconomic Status Backgrounds using Project-Based Mathematics (Master Degree thesis, School of Education
Dominican University of California, 2008). [http://www.essentialschools.org/pub/ces_docs/about/phil/10cps/10cps.html](http://www.essentialschools.org/pub/ces_docs/about/phil/10cps/10cps.html). Downloaded on June 25, 2010