

problem, the teacher must find the method to measure the students' competence, including listening, speaking, reading and writing.

To measure students' competence in writing the teacher chose the paper project assessment. The teacher used this assessment in order to measure the students' writing competence in narrative text writing because in the second grade they got the narrative material again. The paper project is similar to the research paper but it is simpler. In the paper project there is no formal composition such as introduction or research methodology. The paper project only includes the techniques used to collect data presented in the paper research, for example the students used observation technique to get the data. The students then wrote the data and presented the information in a narrative text. Because the purpose of the narrative is to amuse the reader, so the students must make the simple story more interesting for readers.

Before conducting meeting in the class, teacher prepared lesson plan for the following day. She decided to offer the themes of social problem because it refers to the syllabus for this grade. Moreover, she decided to make a group for finishing this assessment because besides the limited time for teaching English in second semester she hoped that the process of studying English writing could occur through group work. To make the groups, she used lottery with the consideration that she wanted the class to cooperate and to eliminate the gap between the students. And to present this assessment, she prepared the pictures

Consequently, teachers asked them to make a new group that could do the paper project assessment together. As a result, for XI IPA 1 class there were ten groups consist of five groups of four, four group of five and one group of two. And for XI IPA 2 class there were eight groups consist of four groups of five, three groups of six and one groups of four.

Having the students grouped, the teacher made lottery to decide what the topic of discussion for each group. From the topics proposed in the discussion session, the teacher chose some of the topics of the discussion. The topics of the discussion were: 'The beggar', 'The prostitute', 'The vendor', 'The guardian of train cross without crossbar', 'The effeminate', 'The singing beggar', 'The garbage collector', 'The orphanage life', and 'The punkers'. Teacher gave the assessment in a group because writing is the hard one for them. Beside that, by this assessment teacher hoped the students could learn English writing by doing and could cooperate with other members. In this section the role of teacher was to be the facilitator.

Later, teacher explained about the procedure to finish the assessment. The students must find informants based on the topic they had. They interviewed the informants to collect the data. The data were written in the paper form using English narrative text. The teacher gave the students four months to finish the project, from February 2009 when the second semester started up to

May 2009, the last month before the final examination. So, this assessment called by the paper project assessment.

The assessment criteria for the paper project were the style of genre writing; i.e. it must be in narrative text; all the members must be actively involved in finishing the project, and the project had to be submitted on time. There were no rules about the font, the form of words, and number of pages.

In order to control the students in a progress their projects, the teacher opened consultation sessions. In this section the teacher had two main roles. The first is to be the motivator, she must motivate the students to prepare their assessment. She must encourage the students to finish this assessment. The second is to be the consultant for the students. She gave the suggestion to the students who faced the problem in finishing the paper project assessment. The consultation session held in every time, especially during the teaching and learning process in the class. Moreover, to prove that the students' papers were original and the entire members cooperate actively, they had to enclose the photo of the informant and all the members in the paper. And to reinforce the student competence in narrative text writing, the teacher kept explaining about English narrative text in the class. She gave examples and some quizzes about narrative text.

The teacher hoped through this assessment the student could learn about two points. First, referring to national curriculum, it is hoped that they could

learn about producing narrative text writing, but she taught that using another method. She asked the students to directly observe the informants' life, which let the students used another reference, discuss with the other members, and explore their ideas to make questions to the informants. Second, the students could learn about life. They could see the reality of life that there are some people that must fight to live. By this process the teacher hoped that the students can value their lives and stimulate their social sensitivity. They could know that not everybody finds happiness in their live but every one must struggle in order to catch their happiness.

3) Evaluation

At the end of the semester, after the student submitted their papers, the teacher evaluated the students' paper project, corrected all the papers and scored them. The scoring of the paper was based on some criteria in the narrative composition and language feature (see appendix 3). The score of the paper project assessment was a group score; it was not for the individual student score. Because it was worked in a group so the score of every member of the group was the same. Next, the score of this assessment was accumulated with other assessment scores including final examination and presented in the report of each student. The teacher' role was as the evaluator and scorer; the

number they could share the job properly and more fairly. Nevertheless, there was one group that work on the project together right from the beginning of the preparation stage until the typing the paper. This is because they were the solid team that could always find the schedule to meet and work together for the project. In contrast, other groups divided the tasks into four, they were: interviewing the informant, writing down the narration, translating the narration into English and typing the paper. Fifty percent (50%) of the groups conducted reported that they work on the interview and translation process together.

The second was about the topic of discussion. Nine groups were lucky because they got the topic based on their choice. On the other hand, three groups got the hard topic of discussion such as the prostitution, effeminate and the punkers. Three of them found it difficult to find the informants as the three topics areas are about people who were considered as having bad image in society. Based on the groups' opinion this condition made the topic more frightening and harder to work on.

The third was about the process of finishing the project for the assessment. The students had different start in order to decide what the first step was. For the majority of the groups, the first step was discussing about where to find an informant. They got their informant from several ways, some groups found the informant from their friend's network or directly observed in

and activities of all the groups. The majority of the groups consulted the teacher for two to three times. Other groups always consulted the teacher every time they found any difficulties. The problems that they discussed with the teacher were about the procedure of writing in English narrative, about the grammatical features and about the topic itself. The students felt the consultation session was useful for them. They could report and get assistance and advises for problems that they found in the process of finishing the paper project. Yet, there was one group that never used the consultation session in the class, because they just asked to their friends about this assessment. Beside that, they mentioned they had no time to have the consultation meeting.

Even though the teacher gave and explained this assessment at the beginning of the second semester, most of the groups did the finishing stage and arranged the paper for assessment only one month before the due date. They explained that they had a lot of tasks in other subjects such as in science, chemistry which the due datelines were earlier than this assessment. Moreover, in English subject they had three assessments. First, retelling story. They had to tell the story in front of the class even in a group but every member had chance to speak. Second, was the interview with foreigner, which they had to interview the foreign people, recorded and transcribed the interview and submitted it as part of the overall assessment. The last was the paper project

In this assessment, they learnt narrative text writing in another way. They did not imagine the topic of narrative, but they observed directly the topic that they would discuss. Moreover, social problem was an interesting topic for the students. By this topic they had seen the environment which sometimes they previously ignored. Yet, they got new knowledge about life.

In the paper project assessment, the students not only provided the data, but also wrote about their opinion, idea and thought in the paper. In this stage, it means that the process of writing was undergone. Moreover, some groups used reference to write the composition of paper. References were used to support their opinion in the writing form. The references that they used are: the paper of previous class (their senior), the dictionary, the informant and the book related to the topic of discussion.

After finishing all those processes, the groups of students submitted the project. There were no groups late in the submission. The date of the papers submission varied among the groups. There were some groups that submitted their work one week before the due date but some other groups submitted on time. The important thing is that all of them could finish the entire project on time.

The impressions of the students after passing the assessment were various. Their typical reasons were presented as follows (all are in my English translation).

b) From XI IPA 2

NO	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	The garbage collector	Only one component in narrative just orientation	3 (GOOD)
2.	The vendor	3 components of narrative complete	5 (EXCELLENT)
3.	The beggar	3 components of narrative complete	5 (EXCELLENT)
4.	The street singer	3 components of narrative complete	5 (EXCELLENT)
5.	The prostitution	2 components of narrative complete	4 (VERY GOOD)
6.	The beggars' life	3 components of narrative complete	5 (EXCELLENT)
7.	The effeminate	3 components of narrative complete	5 (EXCELLENT)

3.	The spirit of “polisi cepek”	41%-60% errors	3 (GOOD)
4.	“Polisi coin”	21%-40% errors	4 (VERY GOOD)
5.	Garbage collector life	21%-40% errors	4 (VERY GOOD)
6.	The punkers	41%-60% errors	3 (GOOD)
7.	The guardian train cross without crossbar	21%-40% errors	4 (VERY GOOD)
8.	The beggar in the city	21%-40% errors	4 (VERY GOOD)
9.	The orphanage live	41%-60% errors	3 (GOOD)
10.	The dream of beggar child	41%-60% errors	3 (GOOD)

b) From XI IPA 2

NO.	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	The garbage collector	41%-60% errors	3 (GOOD)
2.	The vendor	21%-40% errors	4 (VERY GOOD)
3.	The beggar	21%-40% errors	4 (VERY GOOD)

a) From XI IPA 1

NO.	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	Retailer	0%-21% errors	5 (EXCELLENT)
2.	Boy singer street	41%-60% errors	3 (GOOD)
3.	The spirit of "polisi cepek"	21%-40% errors	4 (VERY GOOD)
4.	"Polisi coin"	21%-40% errors	4 (VERY GOOD)
5.	Garbage collector life	21%-40% errors	4 (VERY GOOD)
6.	The punkers	21%-40% errors	4 (VERY GOOD)
7.	The guardian train cross without crossbar	0%-21% errors	5 (EXCELLENT)
8.	The beggar in the city	21%-40% errors	4 (VERY GOOD)
9.	The orphanage live	21%-40% errors	4 (VERY GOOD)
10.	The dream of beggar child	41%-60% errors	3 (GOOD)

10.	The dream of beggar child	61%-80% errors	2 (FAIR)
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b) From XI IPA 2

NO	TOPICS OF THE GROUP	DESCRIPTION	SCORE
1.	The garbage collector	21%-40% errors	4 (VERY GOOD)
2.	The vendor	21%-40% errors	4 (VERY GOOD)
3.	The beggar	41%-60% errors	3 (GOOD)
4.	The street singer	41%-60% errors	3 (GOOD)
5.	The prostitution	41%-60% errors	3 (GOOD)
6.	The beggars' life	21%-40% errors	4 (VERY GOOD)
7.	The effeminate	21%-40% errors	4 (VERY GOOD)
8.	The peddler	41%-60% errors	3 (GOOD)

TABLE 1.5 SCORE OF WRITING MECHANIC CRITERION

In the use of spelling and punctuation, one group succeeded in applying appropriate spelling and punctuation in their text. There was one group that

