CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of data analysis and discussion about The Implementation of Projetc-Based Learning in Teaching Writing Recount Text Based on 2013 Curriculum at Tenth Grade of SMAN 1 Sooko Mojokerto. This chapter describe the data that collecting during the research. It is from the result of the observation and interview. First, researcher analyze the data from class observation to answer the research questions. During the observation researcher is finds some facts to answer it. Second, the reseacher analyzed the data from interview with some students and the teacher. There are some questions to guide reseacher to interview them.

1. The implementation of project based learning in teaching writing recount text

a. Result of classroom observation

This chapter is conduct to find out the implementation of projetc based learning in teaching writing recoun text based on 2013 curriculum at tenth grade. The analysis of the data is from class observation. The guideline of this observation is from classrom observation cheklist. The observation cheklist is about the step by step implementation of project

based learning from Indonesian Ministry of Education and Culture and explain by following steps.

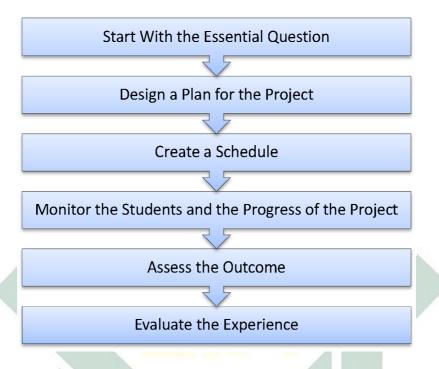


Figure 4.1 Project based learning steps

There were nine classes of tenth grade at SMAN 1 Sooko Mojokerto. Then the reseracher choose one of them. The reseracher chooses X – IPA3. The numbers of the students in X – IPA3 are 34 students. The researcher interests to choose this class because the researcher find out that X – IPA3 class is active class, after interviewed with some teachers at the school.

From the first meeting in X – IPA3 at Monday 18^{th} May 2015, before the teacher ask the guiding questions about recount text the

teacher start the lesson with vocabolary build and reading text about diary. In this activities the teacher used diary as a topic and students' English book as a source. For vocabulary building, The teacher asks the students match the English words on the left with corret words on the right. Next, The teacher asks the students to match their work with friends beside them.

Next activities is reading text about Didi's diary. Before reading the text reading, the teacher asked students to read the questions, which is; What do you think about his experience? Has it ever happened to you? By considering the question at the beginning of the reading, the teacher asked the students read the text carefully and quickly (skimming). She also reminded the students to remember the meaning of new vocabulary in a passage that has been given in the vocabulary builder. Then students shared their opinion briefly.

The teacher asks students to read the comprehension questions and discuss together about questions that they do not understand. After that, students read the text intensively while trying to find an answer. Then the students and teachers discuss to answer the questions about Didi's diary. After that, the teacher devided groups consists of four students. Because of X-9 consists of 32 students, there are eight groups to do next activities.

After devided into groups the next activities is about writing text with project based learning. The steps as follows:

1) Start with the essensial questions

There was the first step of project based learning. The teacher asked the student about the diary as the essensial question to do the project. There are the question that asked to the students:

- a. How about Didi's Diary?
- b. Do you have same experiance with Didi?

Some students answers the first (a) qustion briefly that Didi's diary is interesting and it happened in daily activities. For the second question (b), the student agree that they have the same experience as Didi's experience.

Next step, the teacher ask the students again as follows;

- a. Can you tell me an interesting experience that you wrote in your diary, if you have a diary; or an interesting experience that you remember?
- b. What was your experience about?
- c. Where did it happen?
- d. When did it happen?
- e. What happened first, second, third and so forth?

The teacher ask those questions to guide the student for telling their experience and guide them to write a diary. With these guiding questions the student start to think about their experience. Beside that the teacher mention Anne Frank and Wimpy Kid and tell their story that is the famous diary writers. The teacher stimulate students by telling Anne Frank story. The story how diary of Anne Frank is The famous diary in the world.

2) Design a plan for the project

For planning the project, at first the teacher ask the student to choose their person in charge. This person in charge be responsible with all the group activities and they will have discussion with the teacher to discuss the projet plan.

Second, With the teachers, the chairman and members of the group discussions to determine the types of activities that are relevant to the project plan. So the teacher as a facilitator is ready while the group planning the project about how to create a diary. they can record and provide resources / materials / equipment needed to complete projects such as calendars, stationeries, dictionaries, reference books and other students books about the writing diary and examples of writing the day, date, year, time of day, and time in the form of numbers, Furthermore, students

determine the technique or strategy of how they make diary and writing diary form that will be done.

One of the project plan as follows:

Table 4.1 Students project plan

Activities	Materials	Resoucers
Findings examples of diary	PC, Notebook	Internet, friends diary
Make a drafts about daily activities	Stationaries	Our daly activities
Writing diary	Stationaries, diary book	The daily activities drfts
Teacher consultation related to the activities already carried out		
Preparing the presentation about diary		

So, the main point of planning is about first activity when the student do their works until their finish the project. The plan is relevant with the project.

3) Create the schedule

Next activity is about creating schedule for the project.

Teacher ask the student to discuss with their gruop to create schedule. Then, every leader and members of the group prepares work schedules, determine the duration and outcome targets for

each activity. So, Everyone in the group makes learning journal about every activity on the project.

The teacher as a facilitator guide the student to face some difficulties of their works. So the teacher and the students works collaboratively. Then teacher gives information that at least the project must be finished next week or one week from the meeting. Then, the teacher emphasizes to students that their working is to create a diary.

The schedule as follows:

Table 4.2 Students schedule

Activitties	Time	Official	
Findings examples of diary	1 day	All Members	
Make a drafts about daily activities	1 day	All Members	
Writing the diary	1 day	All Members	
Teacher consultation related to the activities already carried out	1 day	All Members	
Preparing the presentation about diary	1 day	All Members	

After the student create their schedule for the project, the teacher ask them why they use such schedules. All the groups

answer and agree that their schedule is appropriate with the projetc that is about creating diary. That is the end of the first meeting about project based learning in writing recount text. Then the teacher remind the student to consult during their work.

4) Monitor the students and the progress of the project

Monitoring activities teachers do every day, not attached to the fulfillment of each activity in the planning. each group submit a learning journal to determine the level of achievement of the project. So, requaired a rubric to determine the achievement of the project. here the teacher serves as a monitor.

Table 4.3 Students achievement level

Activitties	Level of Achievment	
Activities	yes	no
Findings examples of diary	V	
Make a drafts about daily activities	V	
Writing the diary	V	
Preparing the presentation about diary	V	

With this small rubric the teacher can monitor every activity during the project that is related. Everyday the leader of groups reported the group's activities and get feedback from the teacher.

This activity helps students to work on their projects and solve problems that arise, with such a higher level of achievement projects and minimize mistakes made by the students, so that students can explore the lessons given deeply.

5) Assess the outcome

At Monday, 25th May 2015, the second meeting of the project based learning is presents the project for the student and assessing for the teacher. Here the steps for asses the outcome of the project:

- a. Finished draft (diary) then are examined by another friend in the group (peer correction) by marking parts that are considered less precise, and correct it as well.
- b. The leader of the groups collected the draft that has been checked to be submitted to the teacher.
- c. Teacher re-examine the draft (proofread) is to prevent plagiarism and restore the text to the leader of the group.
- d. Each group presents the final draft in front of the class by reading aloud. Another group listening and giving feedback.

Teachers acts as moderator in these activities. Then all groups was presented their work.

e. Each group is finalizing the results by collecting the final diary from each group.

6) Evaluate the experience.

First. the teacher with the students make a summary / conclusion of the projects that have been implemented. Second, they reflect the overall activity. Provide feedback on the process and outcomes of learning process about how to write and the language features the work conducted by the students.

2. Advantages and difficulties of project based learning in teaching writing recount text

a. Findings of interview

To answer the second research question about the advantages and challenges of project-based learning in teaching writing recount text based on the 2013 curriculum at tenth grade, the researcher use interview. The researcher asks to some students that followed the class and the teacher to answered the question (*see appendix 2*) that have been given based on their experience in the learning process, and the result as follows:

1) Benefits of Project based learning

- a. Increase motivation, which students diligent and trying harder to achieve the project and feel that learning in this project is more pleasant than the other components of the curriculum.
- b. Improve the ability of problem solving, from a variety of sources that describe the project-based learning environments making students become more active and successfully solved complex problems.
- c. Improve collaboration, the importance of group work in the project requires by the student to develop and practice communication skills. Theories of new cognitive and constructivist then asserts that learning is a social phenomenon, and students will learning more in a collaborative environment.
- d. Improve the skills of managing resources, if implemented well, the students will learn and practice in organizing the project, making the allocation of time and other resources such as equipment to complete the task.

2) Difficulties of project based learning

a. The class condition will be bit difficult to control and easy to be noisier during the implementation of the project because the freedom of the students, so that is give an opportunity to noisy. For it condition is needed a teachers who mastering skills and has a good classroom management.

b. Time consuming. Although the teacher arrange enough time,
 project based learning still need more time to achieve maximum
 results.

2. Discussion of the Results

From the results above learners are given the opportunity to develop the attitudes, knowledge and skills. Attitude develop from this project task is being honest and confident within project because they are faced with the challenge to create a diary independently and presenting it in the form of product and presentation / exhibition of the project. Then, according to knowledge of base competencies, students apply and develop knowledge of the language expression that states the day, date, time and daily activities. While for language skills, learners develop from the preparation phase to the implementation phase. In the preparation phase, learners can develop their reading skills by read examples of diary form. In this process they try to understand the content, forms, rules and related to linguistic elements. In addition, these skills can be developed during the students' work displayed. At that time, each students can read other students' work. For the development

of writing skills, students write daily activities in a diary form. Listening and speaking skills can also be developed through discussion and presentation of the results of the work.

Project-based Learning also requires the students to develop skills such as collaboration and reflection. Project-based learning helps students to improve their social skills, potentially leading to reduced students absences and fewer disciplinary problems in the classroom. Students also become more confident talking to their groups. Project-based learning also enhances enthusiasm for learning. When students are excited and enthusiastic about what they learned, they often involved in the subject and then expand their interest in other subjects. Enthusiastic learners are likely to retain what they learn and did not forget it as soon as they have passed the test.

To overcome the disadvantages of project-based learning above the teacher should be able to resolve with facilitating learners in dealing with problems, limit the time learners in complete the project, minimize and provide simple tools which are around them, choose a location that is easily accessible so the study does not require a lot of time and costs, creating a pleasant learning process so that instructors and learners feel comfortable during learning process.