Asia Creative Writing

CONFERENCE

PROCEEDING

The Role of Local Wisdom in Shaping Identity

Auditorium K10
Program Pasca Sarjana UNESA
(The State University of Surabaya)
Kampus Ketintang, Surabaya

UNESA
Universitas Negeri Surabaya

21 - 22 March 2014

http://seminar.unesa.ac.id/acwc

A Brief Introduction

In response to the threatened existence of local cultures in a global consumerist model, there is a big challenge not only for writers but also for language teachers to explore local wisdom and incorporate it in creative writing and (English) language teaching. Particularly, (English) language teachers are suggested to incorporate local cultural features in their teaching. This statement may serve as a general summary of the papers presented during the ACWC conference.

Creative writing itself has developed in practice. It has conventionally been referred to literary works writing—such as poetry, prose, and play writings—which regards imagination as the vital core of creation. [Fiction can be a fine combination of facts and imagination.] And yet, today it is also defined more practically as those which are written creatively. Methods work here. Literary journalism, for instance, is claimed as a piece of creative writing. It is probably people's creativity "in a global consumerist model" that demands for the practical definition of creative writing.

In this sense there are greater opportunities for authors, reviewers, and teachers to intervene creative writing. Wider spaces are available. New forms and contents in creativity gain recognition. More writings can be considered appropriate as creative works. Thus, local wisdom also deserves a more space in creative writing and language teaching.

This volume presents tens of articles which mostly discuss on local wisdom and/or creative writing altogether. Few of them focus on different concerns. Categorized thematically, they may fall into three: First is articles that depict local wisdom in creative writing; second is the ones that employ local wisdom in creative writing process; and third is the ones that explore the use of local wisdom in language teaching.

Concerning the existence of local wisdom in creative writing, it is wise to see language as a means of communicating feelings, thoughts, ideas, and of voicing local (culture) wisdom to the world. In this case, there is a paper which shares ideas to engage students in activities and projects that encourage them to explore and express their local culture and identity through their creative writing. The paper also presents some examples of students' works that show their identity as Indonesians.

Besides, many literary works have been written based on the vast aspects of society and their history. It is firmly noted that society and history are important factors which shape the minds of the authors to generate new ideas and concepts of creative process in writing works of literature. They are two significant sites where the authors will always look up to relate his memory and sentimentality to speak of his mind of the world of existence.

We are happy that traditional stories, such as legends and folktales, have been manifested into valuable materials in reading and writing classes. Myths can also be used in the classroom. Myths cover up local wisdoms as well as precious life philosophies that inspire people how to behave in the society. As an example, writing a short story about Balinese myths, which are shared orally and have a lot of social-cultural norms, helps the students claim English in a personal way.

How can local wisdom be employed in creative writing process? Nowdays creative writing is not only dominated by adults. Writing novels, short stories, poems and comics is getting popular for children. Children under 12 also express their imagination and depict their experiences in creative writing. They are mostly inspired

by children who have successfully puublished their works earlier. Anthologies or novels series such as *KKPK (Kecil-Kecil Punya Karya), PCPK (Penulis Cilik Punya Karya), CCPK (Cilik-Cilik Punya Karya)* enhance this popularity. Interestingly, language choice they use in their works reflects their daily language. It is assumed that they portray their daily language in their works. Some English words are inserted into their works. It simply shows that they have known those words and use them in proper contexts.

It is also a fact that children are able to express their creativity in many ways. One of them is writing. Nowadays many of them are able to produce their works in various genres. Their works are qualified as they have been published and publicly marketed. This is an interesting phenomenon, indeed. Children are not miniature of adults. They have their own specific world. Yet, with their much limitation, they can be so creative and productive.

Of course, to put local cultures into creative writing is simple enough. Very often what we need is a keen eye for observation. We observe what we may ask, what people are going about their lives. The ways people go about their lives may constitute the culture of a given area, a place, a locality. It is meant to explore our local cultures. The ideas gained from exploration and observations can be put together to weave a short story, a poem, or a short play. As a take off for such an activity, a selected literary work can be used as a model.

Besides, some papers in this volume also indicate that local literature represents local wisdom. Javanese, Indonesian, Malay or Arabian cultures can be found in prose, poetry, and play. Today's writers seem to realize that they are enthusiastic enough to voice the cultures of their countries. Doing this may make them prouder of their countries. It is then possible to use their works for the paedagogical purposes. Meanwhile, in the context of language teaching, the importance of teaching creative writing is believed to enhance students' creativity and imagination. In relation to the use of local wisdom in the classroom, it is very important to teach creative writing by using local wisdoms. The major materials can be taken from local literary works, such as *poem, folklore, song, proverb, fable,* and *legend* as the learning resources. A variety of techniques can be applied to support the implementation.

Particularly in the character building context, it is probably wise to involve the students actively and creatively in studying a local literary work. Studying a literary work can be creatively done by involving the students as its readers. In this sense there are some ways to involve the readers such as asking them to create interpretations, to elicit their comments, and to make an ending of that particular literary works. Making an ending by involving the students can actively arouse students' creativity in continuing the story based on their own version and their own imagination. In short, the students also experience a recreation or remaking of a new work during the learning process.

In a further phase, the students can also be encouraged to do literary criticism. As a paper points out, literary criticism is conducted to comment and judge the qualities of literary works. As writing form which explains the literary works, literary criticism is functional to develop students' creative writing ability. "Literary writing does embody certain distinguishing characteristics: a self-conscious; imaginative mode of writing which uses words not just to convey information but as an art form. Similarly, the style of creative writing focuses on writing from emotions and thoughts rather than just giving information."

It is hoped that the papers in this volume enhance the readers to get inspired, conduct researches, and produce inspiring writings. The inspiring writings can be regarded as such living things to foster creative writers. When they do this, more and more writings can be seen in seminars, journals, or books. More particularly, it is also expected that teachers will become "transformative intellectuals" so as to form their students into humane citizens of the world. When all this happens, this proceeding will eventually find out its significance.

Surabaya, 2014

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Project-Based Learning in Critical Reading and Writing I

Caecilia Tutyandari
Universitas Sanata Dharma
(caecilia.tutyandari@gmail.com)
and
Truly Almendo Pasaribu
Universitas Sanata Dharma
(tr.almendo@gmail.com)

Abstract

Critical Reading and Writing I (CRW I) aims at sharpening the students' ability to read and write critically. Lecturers of this subject are challenged to create learning environment where students internalize information by creating questions, finding evidence, generating logical reasoning, sharing their information and helping their classmates. Project-based learning (PBL) is considered an effective approach for this class because it engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from life situations (Barell, 2007). This study is carried out to describe the implementation of PBL in CRW 1 and to elaborate the students' attitude toward the project through their reflections and creative learning outcomes. With this goal in mind, the paper will be divided into four sections. Under the theoretical framework, this paper elaborates a brief review of research and theories in Project Based Learning as well as Critical Reading and Writing. Following the theoretical framework is the elaboration of data collection. Thirdly, this research explicates the findings and discussion about how this approach has been adapted for use in the classroom to help the students master this CRW 1 project pertaining to health issue. From observations and document collection, this study will elaborate (1) the implementation of PBL in CRW 1 and (2) the students' attitude toward the project which reveals the benefits and also limitations of this approach. Finally, it concludes the major ideas and findings of the research.

Keywords: *project-based learning, critical reading and writing, creativity*

1 Introduction

Critical Writing and Reading I (CRW I), an integrated course offered for the 3rd semester students at the English Language Education Study Program of Sanata Dharma University, aims at sharpening the students' ability to read and write critically. Being critical means the students are required not only to describe ideas and evidence, but they also required to evaluate and compare their ideas and evidence. This course combines traditionally separate reading and writing courses into a single, integrated course. The 3rd semester students find this course challenging because this is their first experience in developing their skills from critical reading and writing. By integrating the two skill sets, CRW I ultimately asks students to demonstrate their comprehension of reading through their writing. The

lecturers are required to offer stimulating learning environment to help the students in achieving the objective of this 4 credit course.

In order to do so, we create learning environment where information is not given to them directly by the teachers. But they have to internalize it by creating questions, finding evidence, generating logical reasoning, sharing their information and helping their classmates. After discussing with some colleagues, we decided to make them into groups; each group will conduct a project pertaining to health issue.

Project-based learning (PBL) is considered an effective approach for this class because it engages students in intriguing, real and relevant intellectual inquiry and allows them to learn from life situations (Barell, 2007).The pedagogical value of PBL includes: exposing students to real- world challenges, higher order thinking skills, interdisciplinary learning, independent learning, information mining skills, team work and communication. During this self-directed learning, students work together, discussing, comparing, reviewing and debating what they have learnt (Wilkerson, 1996). In accordance with this value, the students will engage in the process of making the project resulting in deep learning. The PBL approach would encourage self-directed learning as students decide for themselves how they should go about finding a topic to elaborate in their essays.

This study aims at (1) describing the process of PBL in CRW 1 and (2) describing the students' attitude toward the project through their reflections. With this goal in mind, the paper will be divided into four sections. Under theoretical framework, this paper elaborates a brief review of research and theories in Project Based Learning and Critical Reading and Writing. Following the theoretical frame work is the explanation of data collection. Thirdly, this research explicates the findings and discussion about how this approach has been adapted for use in the classroom to help the students master this CRW project pertaining to health issue. Finally, it concludes the major ideas and findings of the research.

2 Literature Framework

2.1 Project-Based Learning

To understand how project-based lessons were implemented, we reviewed some literature discussing the implementation and strength of PBL. We will see the benefits of having a little less control over the class at the expense of the students helping one another more and leaning on guidance from the teacher less.

In PBL, students encounter and learn the central concepts of the discipline via the project (Thomas, 2000:3). In our class, the students were learning about a

particular health issue by conducting the project. Second, PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline (Thomas, 2000:3). In accordance with this, the students in CRW I were given freedom to write topic and generate questions regarding the topic they chose.

Furthermore, projects involve students in a constructive investigation (Thomas, 2000:3). An investigation is a goal-directed process that involves inquiry, knowledge building, and resolution. Investigations may be design, decision-making, problem-finding, problem-solving, discovery, or model-building processes. The students were encouraged to interview people and search reading sources to find evidence for their writing. Finally, projects embody characteristics that give them a feeling of authenticity to students. The students are given the chance to present their plans and share the project to the class. They can be creative to write the essays and present it to the class.

Leong (2009: 42) mentions that the main characteristics of the approach include students taking responsibility for their own learning, learning how to build on prior knowledge and focusing on the process of knowledge acquisition (rather than on the products of such processes). Boud (1985) mentioned that this approach also emphasizes self and peer-assessment, communication and interpersonal skills. Unlike teacher-directed or teacher-assigned schoolwork, this approach puts emphasis on student initiated, independent learning. Furthermore, Biggs (2003) observes that PBL encourages deep learning as students learn for understanding and seek meaning, whereas the traditional teacher-centered approach promotes surface learning with little understanding.

PBL has the potential to enhance deep learning as students have to acquire and apply concepts and principles in solving authentic problems; and it also promotes critical and proactive thinking as they have to formulate plans and evaluate solutions (Blumenfeld et al. 1991 in Leong, 2009:5). The rational for this benefit is as students involve actively in generating the project, they would also learn the processes involved in making the project resulting in deep learning. In addition, PBL moves students from passive learning to active learning and is able to improve knowledge retention and the learners' ability to apply prior knowledge in creating their final products. PBL encourages students to engage in collaborative decision-making and team-building skills when they make the creative project. Furthermore, it also helps to improve communication and collaborative skills that are important in

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their working life later (Hadim & Esche, 2002 in Leong, 2009:5).

2.2 Critical Reading and Writing

Critical Reading and Writing 1 is designed to give students practice to read and write responses critically based on the given texts or passages (Tim Penyusun, 2011). The theme-based texts are related to expository, cause and effect and argumentative genres. They are trained to apply logical principles, careful standard of evidence and reasoning to the analysis and discussion of claims, beliefs and issues. This course is offered in Semester 3. To be eligible to take this course, students need to pass Basic Reading1 & 2, Basic Writing, and Paragraph Writing.

Critical reading is a process where the students interact with what they read by asking questions of the author, testing every assertion, fact, or idea, and extending the text by adding their own understanding of the subject and their own personal experiences. Therefore, the course is to guide the students toward intensive analytical reading of academic texts and to provide them with the writing skills necessary to academic writing. According Douglas (2007: 347), students learn to write in part by carefully observing what is already written. That is, they learn by observing or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write.

On completing this course the students are expected to understand the concept of critical reading and writing, understand the concept of some genres or texts. Build in-depth understanding about several issues related to technology, health, and environment. Furthermore, this course helps the students to find self-agency roles with regards to selected themes in order to improve the quality of life of self and others.

3 Data Collection

In collecting the data to describe the implementation of PBL in CRW 1 the researchers use their observation in class. The researchers followed Edwards and Talbot (1999) on classroom observations by observing the process of the implementation. Information was collected and was interpreted in this study, which is in accordance to the suggestion of O'Leary (2004). Furthermore to describe the students' attitude toward the project, the researchers used students' reflections about the process and the final products.

4 Discussion

From observations and document collection, this study will elaborate (1) the implementation of PBL in CRW 1 and (2) the students' attitude toward the project

which reveals the benefits and also limitations of this approach.

4.1   Project Based Learning

The students learned by working in collaborative groups, each of which was consisted of 4 members chosen randomly. Each member of the group was a key component for the success of a project because everyone should contribute to the work of the group.

4.1.1   Modelling

In relation to the topic, i.e. health, we gave the students an article entitled "Diabetes: Erika's Story". They had to find out the cause, effects and solution to cope with diabetes in the form of mind map. In cause and effect essay, we analyzed causes for we were attempting to understand the relationship of events that brought about an end. When we analyzed effects, we considered the result of some action (Smalley, 2000:280). In order to articulate their comprehension of the text, the students were challenged to make a mind map of causes and effects from the story.

Figure 1. Outlining
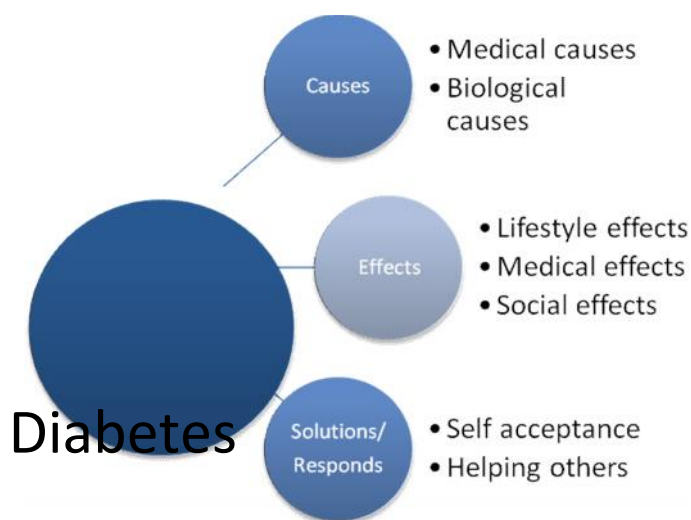
The outline indicates that diabetes, a single topic related to health issue, can have various dimensions. Each dimension can be elaborated deeper by providing more examination for each of it. Based on this example, we encouraged the students to make a CRW I project. From the beginning, the groups were required to make booklet consisting of each member's essay. The lecturers involved learners in choosing the focus of the project by asking the groups in the class to come up with their own topic.

4.1.2   Choosing Topic

Each student was assigned to write different aspects of the topic. For

example, we observed that one of the groups in our class chose "alcohol" as their topic. Student A focused more on the lifestyle causes of alcohol, student B elaborated the psychological causes, student C elaborated the social effects of alcohol, and student D explored the medical effects of alcohol. They had to work together as a group to discuss and decide the big topic which could be specified for each member. When they had problems with their topic, they consulted the problem to the lecturers. For example, one member of a group in our class was thinking about bringing up the issue of "common cold", but because the other members think that it was too general and common, they consulted other topic. The lecturer gave the plus and minus points of each topic so that they could discuss and later decide the topic. By letting the students talk about their interests, we were aiming at arousing their interest and developing a conductive climate to speculation and investigation of a certain topic.

4.1.3 Interviewing

Once a topic was selected, learners worked together to plan the action for the project. They had to plan before having the interview process. PBL also let the students learn how to manage time in group. PBL encouraged them to deal with this life-time skill, although some might experience difficulties in managing their time working in group as discussed in the next section. Furthermore, learners using interviews as an information gathering technique need practice in constructing and asking questions as well as in taking notes. They had to interview expert or people related to their topic. Interview involves two-way communication. By conducting interview, the interviewer can gain more detailed information (Groth, 2007:84). In this case, they are encouraged to formulate 5WH questions to support their findings. The students in one group helped each other to formulate the questions by giving suggestions for the content or the grammar. We let them made the schedule for their interview and the investigation. PBL approach is indeed conducted to involve students in a constructive investigation. An investigation is a goal-directed process that involves inquiry, knowledge building, and resolution. The discoveries from the interview will support their opinion in the essay

4.1.4 Presenting Group Plans

Having documented information from written sources, personal experience and interview, they shared information with other members of the group. This step was done to sharpen their skill not only in gaining information from various resources but also in sharing the information with the groups. Each group was

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challenged to structure the information they had to be presented in class. Learners merged their essay outlines with the information they got from various resources, which will be discussed in class. They had to develop their not only their language skill but also their teamwork skill to present their ideas as a group in front of the class. They presented their outline, their interview questions, and their plan for this project. The discussion went well because the groups received various questions and also suggestions from their classmates to improve their project.

4.1.5 Drafting and Peer Reviewing Essays

Following presentation, learners implemented their plan by gathering information and writing it down in the form of essay. The next step after the first draft was dedicated to let their friends review their essay. Learners with low language proficiency or little experience working as part of a team might require support throughout the project. One of the student who had low language proficiency mentioned that she liked working in group because she had difficulties in grammar and her friend helped her corrected it. In this stage, each student received feedback from their friend. Project-based learning allowed students to practice their understanding on the learning material by interacting and helping with their peers in the groups. Learners were given time to revise their work and have consultation, if necessary. By doing this, learners had the chance to learn how to make their essay better.

4.1.6 Finishing Project

The students were motivated to make a layout of their essays, design the booklet creatively and also display it in class. The students were expected to be as creative as possible to make a handmade or printed booklet. The students were able to share their product and their newly-gained knowledge in the class. Following the finishing product phase was the reflection section, which encourage students to describe their attitude along the process of making this project. Reflection is an important step of this project because without careful reflection the significance of one's experience may be neglected or trivialized. The flowchart of this process can be seen as follow.

Graphic 2. PBL in CRW I Flowchart
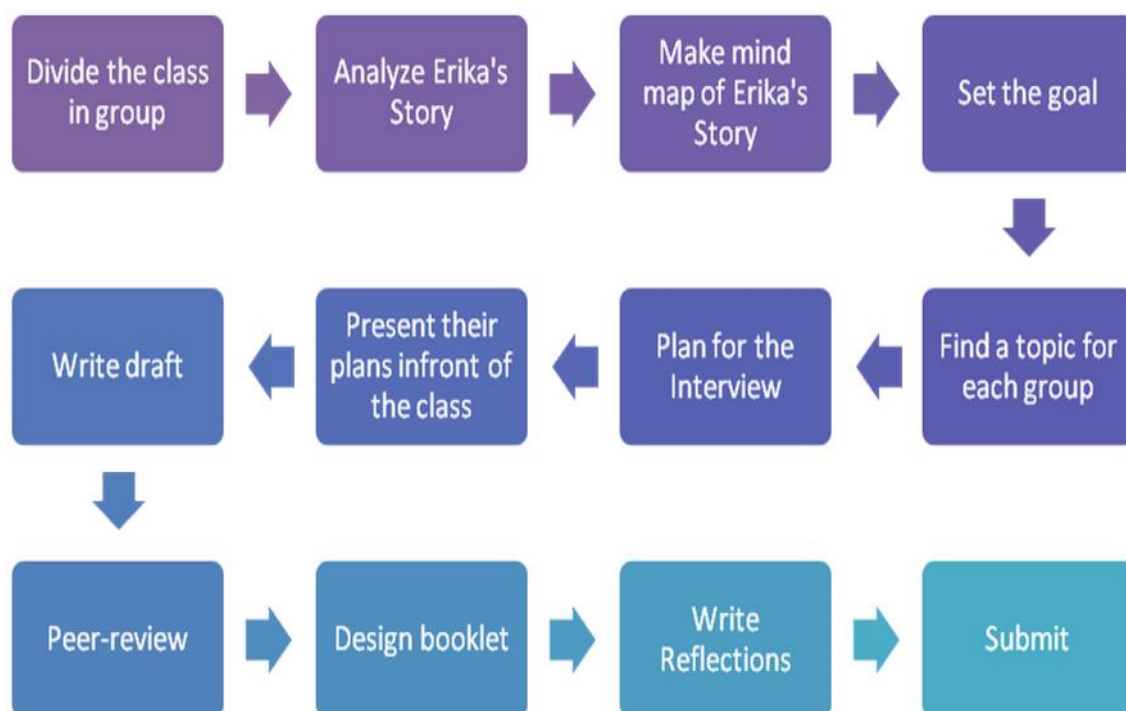
This process developed learning environment where students internalized information by creating questions, finding evidence, generating logical reasoning, sharing their information and helping their classmates. The next section elaborates how the students responded to these stages of PBL.

4.2   The Students' Attitude toward the Stages of the Project

In each stage, students reflected various attitudes. This section will elaborate their attitudes toward each stage of making the project.

4.2.1   Working in Group

In implementing PBL, we divided the students into groups, each of which was consisted of 4 randomly selected members. The students were learning to work together, share information and help each other. In groups where the English proficiency levels are different, the students are challenged to finish the project. This provided opportunities for students to learn and practice interpersonal skills as they work in cooperative teams. In the process, they were not only encouraged to grow cognitively but also motivated to work compassionately. The students' reflection expressed positive attitudes appear because they loved working together.

(1) I love when I make the booklet in Gata's boarding house. It is so complicated because we make the handmade booklet by ourselves, but it is interesting.

(2) I learn that everything can be easier if we can help each other and we can do it together. I get new information from my group.

(3) I always love to work with my friend because I can get closer to them and know who she or he really is. Not only can I know my friends characteristic, but also I learn many things to respect my friends' idea, how to control myself. I am happy with my group.

(4) What I got from the process of accomplishing the work is not only new knowledge about my group's essay topic but also a new and wonderful friendship. Since we have spent so much time together, our relationship has got closer. In the process of accomplishing the work we not only did a brainstorming but also unintentionally shared our personal problems to each other so that we could get new advices in facing the problems. What we have done, what we have shared and what we have experienced together have successfully made our friendship closer.

(5) Even though there are a lot of obstacles, there is one thing I learn from this group work that is family relationship. I would like to say thanks to Sella and Dyah because while doing the project they were also caring about me.

These reflections show students' positive attitudes toward PBL, which provided them with learning environment where they could work together and have fun. Data (1) shows that the student was interested in making the project, data (2) shows that they think it is easier if they are working together in group, data (3) and (4) shows how happy the student was to know her friend deeper, and data (5) shows how this project build a strong interpersonal relationship within the members of the group. However, the limitation of this grouping appears in the process of making the project, as follows:

(6) ..sometimes I felt annoyed if we couldn't find the time for meeting.

(7) We find difficulties in deciding the topic that pleases each member of the group.

(8) When we have bad mood, it is not easy for us to work together in combining three essay.

(9) One of my group's members was so lazy. I thought we could do other job which was also important such as revision our essays and making the design of the assignment. Besides, one thing which made me disappointed was he always thought that the assignment was very easy. He is my best friend so I asked him about the assignment and about the problem he had every time we met. He was also silent without answering my question. As a good friend, I am confused and I think what I should do for making him share his problem.

(10) Working together in a group is a little bit difficult than working alone. We must share our ideas and try to have agreement with each other. Like it or not, I don't have any choice but to say yes with my team's idea.

Sometimes, I feel the topic is so hard to explain, so broad that I don't have enough confident that I can make a good essay with it.

Data (6) shows that the problem appeared was time management. Data (7) shows that conflict of interests in choosing the topic appears. Data (8), (9) and (10) show the problem of individual participation as a member of the group. The reasons for these problems might appear because there is no clear role within the group. Each member enjoyed being the member and hesitated to take the role as a leader. To face these problems in the future implementation, the lecturers need to make sure individual participation and their contribution as well as roles in groups.

4.2.2   Choosing a Topic and Planning an Action

Once the students were grouped, they had to discuss in group to choose a topic. They had been introduced with an example of text entitled, "Erika's Story: Diabetes". The students came up with several topics. After reasoning and deciding the best health topic for their group, they came up with more specific ones for each members of the group. It was interesting to see that the students enjoy discussing to choose the topic:

(11)   I like when we try to decide the topic.
(12)   We needed a long time to find a new one. We tried to find a suitable topic and the common one. We chose a topic which was easy to find and many people around us had the illness. After we decided the new topic, that is "Stomach Disorder", we made the main map and also the questions. When I came to the CRW class, I was amazed. There were so many good topics of my friends and I thought it would be very interesting.

Data (11) and (12) show how the students learn to negotiate. Implementing PBL requires students to use inquiry, research, planning skills, critical thinking, and problem-solving skills as they complete the project. The PBL approach would enable students to engage in collaborative decision-making and team-building skills as they learned to make the plan for the project. When they found difficulties, lecturers facilitated them with hard-copy resources and also internet ones for a particular topic. They were required to make time schedule to work together and to do the interview. By interviewing, students develop their skill in generating inquiry and finding evidence in the real life. The reflection of a student shows how she gained meaningful experience from interviewing her friend.

(13)   The part I love the best is when I interview my friend to know more about her story

Within the process, the students are learning by sharing because they can share information they have from various resources with other members of the group.

4.2.3 Presenting Topic

The students were also provided opportunities to share their ideas in a larger group. They were required to present their plan to the class. When presenting their topic in class, the students involved in dynamic climate where they were given questions, suggestions and feedback. The students reacted positively because by delivering presentation they were not only gaining feedback but they were also developing their communication skill.

(14)   The part I love the most when doing this project is the part of doing the presentation

Data (14) shows that students appreciate the active presentation as a part of the PBL learning process. Students were challenged to use modern tools such as Power Point and to express their opinion through verbal and written communication. They presented their outline, their interview questions, and their plan for this project. Each student had to talk to show that they are actively involved in group discussion. They think that this activity is important because the groups received various questions and also suggestions from their classmates to improve their project. The lecturers show our support by giving feedback to the groups for their efforts in the process of making this project.

4.2.4 Drafting and Editing

The process of writing an essay involves brainstorming, outlining, drafting and editing. Data (15) shows a student who find difficulties in writing and data (16) shows another student who enjoyed writing.

(15)   We find difficulties in writing our own essay.
(16)   I like when I wrote my essay and revised my writing many times.

In a group formed randomly, there were varieties of language proficiency. Those who didn't have difficulties could develop their compassion by helping students with language difficulties. Sharing their draft in group and letting friends help them might reduce their anxiety to write.

(17)   I liked writing essay and working in group. I had difficulties in grammar and Golu Ritan helped me corrected it.

(18)   We work as a team. Nanang and Thomas are smarter than me. They work as the editors for the essays. They taught me to make a good essay with better solution. They also never gave up if we face the problems.

Data (17) and (18) show a more positive attitude of the students. Peer editing is based on helping or encouraging learners to share a role as evaluators of each other's errors in written work. Learners were trained to be more self-reliant or more independent when dealing with writing tasks. The advantage of this editing is that learners cooperatively work, and support each other, in other words, collaborate in fulfilling the task together. The responses show that the collaboration help them progressing in producing essay and packaging it creatively. It nurtures them not only cognitively, but also socially because this kind of peer-assessment encourages cooperativeness among the students.

4.2.5   Finishing their project and Making Reflection

Project results were shared in front of the class in the form of booklet, which gave them a sense of accomplishment. The responses indicated that students learn to work in a team and feel confident working with the different people.

(19)   When we were working together and so happy and excited to finish our project

(20)   I learn that everything can be easier if we can help each other and we can do together. I get new information from my group

(21)   The member of our group, Wiwik, Prima, and I got some inspiration from the internet. We made the design and apply it with Corel Draw. We printed it. Happily, the booklet was really unique and cute. We were happy and proud of ourselves.

Reflective practice can be seen as both a structure to aid critical thinking and improve existing understanding and a method for promoting autonomous and deep learning.

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(22)   I learn that I should improve my ability in writing essay. I need to improve my grammar, so later I can contribute something by writing about the environment

(23)   It can help me to socialize with others, respect and make friends

(24)   I learn about solidarity and group work because without these things, I cannot do the booklet

By this practice, the students thought of the significance of what they study and to integrate that meaning as responsible learners who grow as persons of

competence as seen in data (22), conscience to respect people as seen in data (23) and compassion to help others as seen in data (24).

5   Conclusion

To conclude, despite some obstacles the students found shown in the reflection and elaborated in the previous section, PBL approach promotes communication, interpersonal and collaborative skills by helping one another and sharing information. PBL goes in line with the name of the course as it promotes critical thinking where students have to formulate plans and alter them into actions. This approach allows them to learn actively by interacting with people in interview and in group discussion to come up with the product. The spirit of nurturing the students cognitively goes together with nurturing them emotionally by working in group. Future research can elaborate the implementation of PBL in other courses. Future research is also challenged to integrate PBL approach with technology.

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